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ABSTRACT

Reports and abstracts are presented for research conducted during 1981 on community college education in Texas. Four institutional research reports are provided first: an evaluation of the effectiveness of the developmental studies program at North Harris County College; a study of retention patterns at Amarillo College by Stanley Adelman and Kay Benard; a survey of part-time faculty at Austin Community College (ACC) by Susan Reid and Sula Hurley; and a study of the economic impact of ACC. Next, short summaries are presented for six additional studies: (1) a statewide assessment of college presidents' attitudes toward faculty collective bargaining by Joseph Birmingham; (2) an analysis of the problems of community college freshmen by Joe Rode; (3) a study of the effects of a mediated program of instruction in helicopter pilot training by Robert Hotes; (4) an investigation of perceptions of leadership behavior held by deans and directors of student personnel services by David Parker; (5) a statewide study of classified staff decision making in policy determination, administration, and working conditions; and (6) a comparison of self-perceived leadership styles of female administrators and the perceptions of their subordinates. The titles of relevant University of Texas at Austin dissertation titles are listed prior to a report by the Texas Association of Junior and Community College Instructional Administrators Research Committee. (KL)

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JUNIOR AND COMMUNITY COLLEGE RESEARCH
TEXAS, 1980 - 81

THE
1981 RESEARCH REPORT
TO
THE TEXAS ASSOCIATION
OF
JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS

BY

THE RESEARCH COMMITTEE

JUNE, 1981

JC 810 504

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INTRODUCTION

The Research Committee did not receive sufficient materials to justify publication of an annual report in 1980. An effort has been made during this year to encourage submission of institutional research studies as well as studies being completed by graduate students and faculties in our universities. Although the response has not been overwhelming, it has been encouraging. All completed projects received by the Research Committee have been included in this report.

The activities of the Research Committee including the results of a state-wide research questionnaire, have been included as a special report.

Noel H. McCoy, Chairman
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Revised List: June 1981

10/9/80

NORTH HARRIS COUNTY COLLEGE

EVALUATION OF THE EFFECTIVENESS

OF THE

DEVELOPMENTAL STUDIES PROGRAM

Introduction

The basic philosophy for developmental studies is consistent with the philosophy of the college which is that all individuals in a democracy should have ample opportunity to develop themselves through education to the limit of their abilities.

The primary goal of the Developmental Studies Program is to provide a realistic and viable opportunity for post-secondary education to be more accessible and meaningful for the under-prepared student. This primary goal is often described as "mainstreaming." The secondary goal of the program is to meet the personal development needs of individual students within the school at large. This secondary goal includes meeting the needs of the proficient student, as well as the under-prepared.

The Developmental Studies Program attempts to meet its goals through seven courses, three in English (ENG 130A, 130B, 131), three in Mathematics, (MATH 130A, 130B, 131), one in Human Development (HD 130), and through the Developmental Studies (D.S.) laboratory. Lab services, which include materials and tutors, are offered essentially in reading, writing, math and college study skills. Materials of interest from other disciplines are also available in the D.S. lab.

Purpose of the Study

The purpose of this study was to determine the degree of success evidenced by the Developmental Studies Program in meeting its expressed goals of mainstreaming and personal development. In addition, the tools used for screening and placement of students in D.S., ACT, SAT, Revrac, and CAT were examined for predictive effectiveness. The study was limited to the English and Mathematics areas.

Design of the Study

The study was designed according to the following outline:

A. The need for a Developmental Studies Program at NHCC.

B. The characteristics of students in developmental and non-developmental courses.

C. The success of developmental courses compared to the success of non-developmental courses.

D. The mainstreaming effect of D.S. courses as reflected in ENG 132 and MATH 132.

E. The predictive effectiveness of screening and placement tools in English and Mathematics.

F. The extent of D.S. laboratory usage and satisfaction.

A. The Need for a Developmental Studies Program - ACT scores serve as the chief criteria for advising students in D.S. courses. Students scoring below 15 on the reading sections of the ACT (English, Social Studies, and Natural Sciences) are encouraged to enroll in a D.S. English course. Students scoring below 9 on the ACT Social Studies test are encouraged to take ENG 130A before enrolling in regular college level academic courses. When it comes to advising students into Math courses, however, some inconsistencies exist among the various advising groups and the identification of which Math courses are developmental.

1. A document issued by Dr. Airola on October 12, 1978 states, "If the ACT Math score is 20 or above, the student may select his own appropriate sequence with assistance from counselors or academic advisors, If the ACT Math score is below 20, the student must see either Dr. McMillian or Mr. Tiballi, who will make a tentative placement.

2. The Developmental Studies Self-Study Report, August, 1980 (pp. 12-13) states: "For enrollment in math based upon ACT scores: 16-22 — Math 131; below 15 — Math 130A or 130B. Many students registering for math do not have ACT scores. The mathematics faculty attempt to place these students based on responses to questions (asked verbally during registration) such as: "How much mathematics have you had before this?" "How well did you do?" In some cases, the student is asked to take a short written test."

3. A document prepared by the D.S. group in Fall, 1979, The Developmental Studies Division ". . . the beacon to lead one toward self-FULFILLment" states: "Students scoring below 20 on the math section of the ACT and/or having credit for less than one year of high school algebra are encouraged to enroll in a developmental math course (MATH 130A or 130B) before taking additional math courses."

4. The Handbook of Policies and Procedures states in section 465.04b, "Students scoring below 15 on the math section of the ACT and/or having credit for less than one year of high school algebra will be encouraged to enroll in a developmental math course."

Enrollments in D.S. courses have totalled 30% of all potential freshmen English course enrollments and 74% of all potential freshmen math course enrollments since the College opened. Table 1 displays this information and further shows the relative stability of the D.S. share of freshmen English and math offerings. In the English area, 29% of D.S. enrollments fall in the lowest group of basic skill deficiencies (130A & 130B) while in the math area, 51% of D.S. enrollments are deficient at the lowest levels (130A and 130B).

TABLE 1

ENROLLMENTS IN SELECTED ENGLISH COURSES

	ENG 130	ENG 130A	ENG 130B	ENG 131	All D.S. ENG.		ENG 132		D.S. ENG + ENG 132	
F73-SS$_2$74*	20			58	78	15%	448	85%	526	100%
F74-SS$_2$75	51			132	183	24%	577	76%	760	100%
F75-SS$_2$76	70			221	291	30%	671	70%	962	100%
F76-SS$_2$77	99			302	401	29%	989	71%	1,390	100%
F77-SS$_2$78	126			362	488	31%	1,108	69%	1,596	100%
F78-SS$_2$79		93	134	358	585	30%	1,350	70%	1,935	100%
F79-SS$_2$80		34	173	509	716	33%	1,422	67%	2,138	100%
TOTALS	366	127	307	1,942	2,742	30%	6,565	70%	9,307	100%
		29%		71%	100%					

NOTE: * - Includes Fall, Spring, and Summer Sessions 1 and 2.

TABLE 2

ENROLLMENT IN SELECTED MATH COURSES

	MATH 130	MATH 130A	MATH 130B	MATH 131	All D.S. MATH		MATH 132		D.S. MATH and MATH 132	
F73-SS$_2$74*	94			123	217	80%	55	20%	272	100%
F74-SS$_2$75	167			141	308	78%	88	22%	396	100%
F75-SS$_2$76	166			248	414	71%	172	29%	586	100%
F76-SS$_2$77		94	288	312	694	70%	302	30%	996	100%
F77-SS$_2$78		170	410	594	1,174	76%	378	24%	1,552	100%
F78-SS$_2$79		289	419	633	1,341	72%	517	28%	1,858	100%
F79-SS$_2$80		307	551	752	1,610	75%	525	25%	2,135	100%
TOTALS	427	860	1,668	2,803	5,758	74%	2,037	26%	7,795	100%
		51%		49%	100%					

NOTE: * - Includes Fall, Spring, and Summer Sessions 1 and 2.

B. Characteristics of Students in Developmental and Non-Developmental Courses.

1. Descriptive data were collected about students in the D.S. English courses, ENG 132, D.S. Math courses, and MATH 132. Two groups were examined:

(1) 520 students enrolled in D.S. English courses (ENG 130A, 130B, and 131), and 1,132 students enrolled in D.S. Math courses (MATH 130A, 130B, and 131) during Fall, 1978 and Spring, 1979. The 520 students represented 98% of all 532 students enrolled in D.S. English courses during that time. The 1,132 students represented 97% of all 1,163 students in D.S. Math courses during that time.

(2) 1,102 students enrolled in ENG 132, and 399 students enrolled in MATH 132 during Spring, 1979 and Fall, 1979 (some of these students had completed D.S. courses). The 1,102 students represented 98% of all 1,120 students enrolled in ENG 132 during that time. The 399 students represented 98% of all 406 students enrolled in Math at that time.

The data collected concerned sex, grades, age, ethnicity, sending high school, and ACT scores. Specific data for ENG 130A, 130B, 131, 132, MATH 130A, 130B, 131, and 132 are displayed in the Appendix. Comparisons between students in developmental and non-developmental courses are listed below:

Sex More males (62%) than females (38%) enrolled in D.S. English courses with the difference most pronounced at the lowest levels. In ENG 132, however, equal numbers of males and females were enrolled.

More males (55%) than females (45%) enrolled in D.S. Math courses. In MATH 132 the difference became even more pronounced with 59% male enrollment and only 41% female. Table 3 displays this data.

TABLE 3

ENROLLMENT BY SEX

	MALES		FEMALES		TOTAL	
D.S. ENG 130A	58	67%	29	33%	87	100%
D.S. ENG 130B	83	64%	47	36%	130	100%
D.S. ENG 131	179	59%	124	41%	303	100%
TOTAL D.S. ENG	320	62%	200	38%	520	100%
ENG 132	547	50%	555	50%	1,102	100%
D.S. MATH 130A	127	49%	134	51%	261	100%
D.S. MATH 130B	186	54%	158	46%	344	100%
D.S. MATH 131	313	59%	214	41%	527	100%
TOTAL D.S. MATH	626	55%	505	45%	1,132	100%
MATH 132	237	59%	162	41%	399	100%

Grades

Grades were relatively comparable, on the average, in both developmental and non-developmental English, except for ENG 130B. On a four-point scale (A=4, B=3, C=2, D=0), the average grade for ENG 130A was 1.7; for ENG 130B, 2.3; for ENG 131, 1.9; and ENG 132, 1.9. Attrition was highest on the lowest level, and roughly equivalent on all others, see TABLE 4.

Grades were relatively comparable, on the average, in both developmental and non-developmental Math, except for MATH 131. The average grade for MATH 130A was 1.9; for MATH 130B, 1.8; for MATH 131, 1.4; and MATH 132, 1.7. Attrition was highest on the upper levels, see TABLE 4.

TABLE 4

ATTRITION

D.S. ENG 130A	40%
D.S. ENG 130B	26%
D.S. ENG 131	30%
ENG 132	29%
D.S. MATH 130A	35%
D.S. MATH 130B	37%
D.S. MATH 131	47%
MATH 132	39%

Age Students in developmental courses were older, on the average, than students in non-developmental courses. The median age for students in ENG 130A was 21; ENG 130B, 19.6; ENG 131, 21.2, ENG 132, 18.8. The median age for students in MATH 130A was 23.6; MATH 130B, 20.8; MATH 131, 21.2; MATH 132, 19.9. Table 5 displays age data by intervals.

TABLE 5

AGE

	ALL D.S. ENG		ENG 132		ALL D.S. MATH		MATH 132	
17-19	122	*24%	615	*56%	233	21%	154	39%
20-21	189	36%	198	18%	351	31%	116	29%
22-23	44	9%	53	5%	116	10%	26	7%
24-29	76	15%	94	8%	191	17%	57	14%
30-39	64	12%	110	10%	176	15%	33	8%
40-49	18	3%	25	2%	55	5%	10	2%
50-79	7	1%	7	1%	10	1%	3	1%
TOTAL	520	100%	1,102	100%	1,132	100%	399	100%

NOTE: * - As a percentage of total enrollment.

Ethnicity

Students at NHCC are predominantly white. Table 6 displays enrollment by ethnicity.

TABLE 6

ETHNICITY

	WHITE		BLACK		SPANISH		OTHER		TOTAL	
All D.S. ENG	386	74%	40	8%	54	10%	40	8%	520	100%
ENG 132	990	90%	25	2%	59	5%	28	3%	1,102	100%
All D.S. MATH	967	85%	51	5%	76	7%	38	3%	1,132	100%
MATH 132	350	887	4	1%	22	5%	23	6%	399	100%

Sending High Schools

The leading conduit to Developmental courses within the group examined was the G.E.D. with Aldine and MacArthur, Klein, Spring, and Humble high schools following close behind. Spring High School was the number one feeder into English 132 and Math 132, with Aldine and MacArthur, Klein, and Humble following.

ACT Scores

ACT scores by interval for each course are shown in the Appendix. A comparison of scores is shown in TABLE 7.

TABLE 7

ACT SCORES

	RANGE OF ACT SCORES	STANDARD DEVIATION	$\bar{M}$	70% of SCORES*
ENG 130A	3-17	2.33	8.83	6.50-11.16
ENG 130B	2-26	4.00	10.19	6.19-14.19
ENG 131	4-23	3.17	11.48	8.31-14.65
ENG 132	0-25	4.67	16.42	11.75-21.09
MATH 130A	2-21	3.17	10.87	7.70-14.04
MATH 130B	0-26	4.33	12.94	8.64-17.27
MATH 131	0-27	4.50	15.15	10.65-19.65
MATH 132	0-28	4.67	17.43	12.76-22.10

NOTE: * - 70% of scores cluster around the mean. The method used here is a short-cut statistical technique (range divided by 6 = S.D.)

2. One other specialized group was also studied, a group of students who had not taken any D.S. courses in English. A group of 299 students among those enrolled during 1979-80 and prior semesters was compiled and processed through the ACT basic research service. These students had completed a minimum of 9 credit hours (with grades A-D), completed ENG 132, and had not completed any D.S. English course. An assumption was made that this group approximated, as nearly as possible at NHCC, the "traditional type of college freshmen" who did not require intervention or remedial courses. Mean ACT scores for this group of 117 males and 182 females were as follows:

English	18.13	S.D. 5.15
Math	18.04	S.D. 7.54
Social Science	17.81	S.D. 7.16
Natural Science	21.36	S.D. 6.40
Composition	18.96	S.D. 5.68

C. Success of Developmental Courses Compared to the Success of Non-Developmental Courses.

Success was measured by course outcomes, completion (A-D), and attrition (W+NC). Table 8 shows that course outcomes for D.S. English courses are comparable to outcomes for ENG 132. Table 9 shows that course outcomes for D.S. math courses are comparable to MATH 132. The conclusion might be drawn that equivalent academic standards are maintained on both levels.

SHOULD
COULD

TABLE 8

COURSE OUTCOMES IN SELECTED ENGLISH COURSES

	D.S. ENG (130A,B,131)				ENG 132			
	Total Enr.	(A-D) Comp.	(W/NC) Attrition	I & Ps	Total Enr.	(A-D) Comp.	(W/NC) Attrition	I & Ps
Fall, 1977	294	210	73	11	657	495	156	6
Spring, 1978	174	124	49	1	307	196	106	5
Fall, 1978	313	210	94	9	802	575	206	21
Spring, 1979	219	147	71	1	346	228	106	12
Fall, 1979	404	270	128	6	774	537	225	12
Spring, 1980	251	174	71	6	388	247	133	8
Total Enrolled	1,655	1,135	486	34	3,274	2,278	932	64
	100%	68.6%	29.4%	2%	100%	69.6%	28.5%	1.9%

TABLE 9

COURSE OUTCOMES IN SELECTED MATH COURSES

	D.S. ENG (130A, B, 131)				ENG 132			
	Total Enr.	(A-D) Comp.	(W/NC) Attrition	I & Ps	Total Enr.	(A-D) Comp.	(W/NC) Attrition	I & Ps
Fall, 1977	543	327	216	0	162	82	80	0
Spring, 1978	448	244	202	2	177	97	80	0
Fall, 1978	650	389	259	2	241	129	111	1
Spring, 1979	513	269	241	3	206	132	74	0
Fall, 1979	771	457	306	8	200	113	87	0
Spring, 1980	604	335	268	1	227	126	100	1
Total Enrolled	3,529	2,021	1,492	16	1,213	679	532	2
	100%	57.3%	42.3%	.4%	100%	56.0%	43.9%	.1%

D. The Mainstreaming Effect of D.S. Courses as Reflected in ENG 132 and MATH 132.

The mainstreaming effect of D.S. courses was most pronounced in the Math area (where 74% of all potential freshmen Math enrollment are developmental), but still considerable in the ENG area.

Of the 1,120 students enrolled in ENG 132 during Spring, 1979 and Fall, 1979, 765 completed successfully (A-D). Of these, 765 successful completions, 122 students had successfully completed D.S. English courses prior to enrollment in ENG 132. Based on this data, the statement that approximately 16% of those students in the regular college freshman English course had mainstreamed is defensible. Table 10 shows the courses completed successfully (A-D) before mainstreaming.

TABLE 10

ENG 132 PLUS

ENG 130	6	
ENG 130A	2	
ENG 130B	12	
ENG 131	102	122
ENG 130 + 131	6	
ENG 130A + 130B	0	
ENG 130A + 130B + 131	0	
ENG 130A + 131	0	
ENG 130B + 131	6	

Of the 406 students enrolled in MATH 132 during Spring, 1979 and Fall, 1979, 245 completed successfully (A-D). Of these 245 successful completions, 131 had successfully completed D.S. Math courses prior to enrollment in MATH 132. Based on this data, the statement that approximately 53% of those students had mainstreamed is defensible. Table 11 shows the courses completed successfully (A-D) before mainstreaming.

TABLE 11

MATH 132 PLUS

MATH 130	0
MATH 130A	0
MATH 130B	4
MATH 131	90
MATH 130 + 131	0
MATH 130A + 130B	0
MATH 130A + 130B + 131	6
MATH 130B + 131	31
MATH 130A + 131	0
	131
MATH 132 and no D.S.	114

E. The Predictive Effectiveness of Screening and Placement Tools in English and Mathematics.

Several tools are used to place students in English and Math courses.

In English, ACT (or SAT equivalents) are used as a gross screener for identifying students needing developmental work. The Revrac test is used as a quick test during registration if placement is in doubt at the 130A or 130B level, or if ACT scores are unavailable. The California Achievement Test (CAT) is a lengthy diagnostic test given in the first week of class. If diagnosis reveals erroneous placement, students are shifted to the appropriate level.

In Math, the only formal tool used for placement is the ACT (or SAT equivalents). Students can also be shifted to a more appropriate level after classes start.

The predictive effectiveness of the formal placement tools was examined by correlating the scores obtained on the tools with grades of students enrolled in ENG 132 and MATH 132. The test scores and grades of students successfully completing ENG 132 and MATH 132 in Spring, 1979 and Fall, 1979 were correlated. Correlations should be .45 or more to be useful for counseling and placement purposes.(1) No correlations high enough to be significant for counseling and placement were obtained in either English or Math. Table 12 displays the correlations obtained.

(1) Letter received June 15, 1980 from James Maxey, Assistant Vice-President, ACT.

TABLE 12

CORRELATIONS OF SELECTED TESTS WITH GRADES A-D[1]

N	COURSE	TEST	RPB
448	ENG 132	ACT[2]	.2959
143	ENG 132	SAT[3]	.41394
61	ENG 132	CAT[4]	.33919
46	ENG 132	ACT[2] and CAT[4]	.3903
117	MATH 132	ACT[5]	.06872
28	MATH 132	SAT[6]	.02623

[1] Numbers of matched sets to compare Revrac and ENG 132; CAT, Revrac and ENG 132; ACT, Revrac and 132 were too small to be meaningful.

[2] Composite of ACT English, Natural Science, and Social Science.

[3] SAT verbal

[4] CAT tests 1, 2, 4, 5

[5] ACT Math only

[6] SAT Quantitative only.

The lack of predictive effectiveness was verified in two additional ways. (1) A study prepared by this office June 2, 1978 based on four small studies done in-house had also shown no predictive effectiveness. (2) The research services provided by ACT have shown very little predictive power.

ACT prepared correlations of ACT test scores and college GPA have ranged from .36 to .455 in research done from 1974-1980. In the year 1976 when the peak of .455 was reached, the standard error of the estimate was .858, past the limit of the acceptable level of .7. When high school averages (which are not required at NHCC) were added to ACT scores, correlations ranged from .41 to .51 in research done from 1974-1980. In the year 1977 when .513 was reached, the standard error of the estimate was .823 and in 1977 when .461 was the rpb, error was .741.

The group prepared for the ACT basic research service in 1979-1980 was carefully selected to see if ACT could predict for those students who did not need intervention. A group of 299 students with the following characteristics were selected for study:

a. Only students who had completed nine or more credit hours.
b. Completion meant A-D.
c. College GPA was on a four-point scale, A=4, B=3, C-2, D=1.
d. All students had completed ENG 132 without taking prior D.S. English courses.

Even in this select group, predictive power was not achieved. The multiple correlation of all four ACT tests with GPA was .34, if high school averages were added correlating rose to .43. Individual correlations were .25 for the ACT English test and college GPA, and only .03 for the ACT Math test and college GPA.

F. The Extent of S.S. Laboratory Usage and Student Satisfaction

Records of D.S. lab attendance have been kept since Fall, 1978 and indicate that lab use is growing rapidly. Table 13 reflects lab usage by walk-in or referred students and does not take into account classes that meet in the lab regularly. Visits for September, 1980 are currently averaging 81 per day.

TABLE 13

LAB ATTENDANCE RECORD

SEMESTER	ATTENDANCE
Fall, 1978	1,784
Spring, 1979	2,036
Summer, 1979	631
Fall, 1979	3,846
Spring, 1980	3,063
Summer, 1980	1,380

A survey of 157 D.S. students was reported in the Developmental Studies Self-Study Report, 1980. Of those that had used the lab, 75.4% indicated that lab activities were worthwhile. Students went to the lab to study, for clarification, to prepare for class, to go over problems not understood, to get help for homework, and to better understand their courses.

SUMMARY

The two major objectives of the Developmental Studies Program are mainstreaming and personal development of individual students. The findings of this study indicated that both objectives are being met. Students identified as needing remediation have exhibited improvement and achievement, and a substantial percentage have mainstreamed into college level work.

That an audience exists for the D.S. Program is clear, the D.S. share of freshmen English and Math courses has been relatively stable and grown proportionately with the regular programs. An original concern, verbalized when the program was developed, that we might eventually run out of students needing remediation, has not materialized nor has the concern that an extended D.S. Program might reduce the academic standards of the college level programs been actualized. Indeed, as the study indicated, the number of students needing

remediation to be successful in college level work is so large a part of the NHCC population, that a successful remedial program may be the best insurance possible for the maintenance of high academic standards.

Differences between developmental and non-developmental students are not sharply pronounced when viewed in total. Participation rates by sex were relatively stable in Developmental Studies and non-Developmental Studies courses, except at the lowest levels of English where rates of male enrollment was higher. Achievement in Developmental Studies and non-Developmental Studies courses was at a comparable level when grades, completion, and attrition were examined. Students in Developmental Studies were slightly older and come from a slightly higher proportion of black and Spanish backgrounds. The biggest difference between Development Studies and non-Development Studies students was shown in performance on the ACT tests, which measure academic achievement, as might be expected.

The problem area in Development Studies concerns counseling and placement. Counseling of students takes place on many levels, by individual teachers, divisions, the Developmental Studies team, and the Counseling group. A need for coordination and consistency was indicated in the study.

No predictive effectiveness for the tools used for placement (ACT, SAT, CAT, and Revrac) was identified in this study. Prediction was particularly low in the MATH area. Some potential was indicated for use of the CAT, as combined with ACT, an increase in prediction was shown, but, still not to a useful level. The predictiveness of Revrac could not be ascertained due to a a lack of matched sets. While prediction was not ascertained by the ACT tests, there is some evidence that ACT is sorting Developmental Studies students from non-Developmental Studies students. Students who were clearly non-Developmental Studies students had higher ACT scores on the average than did Developmental Studies students.

APPENDIX

A-1	English 130A
A-2	English 130B
A-3	English 131
A-4	English 132
A-5	Math 130A
A-6	Math 130B
A-7	Math 131
A-8	Math 132

ENGLISH 130A

Total Students 87 Males 58, Females 29

Average Grade 1.7 (A = 4, B = 3, C = 2, D = 1)

Standard Deviation 1.5

Course Completion 52 (60%)

Attrition 35 (40%)

Ages Median Age 21

18-19	18
20-21	32
22-23	9
24-29	14
30-39	10
40-49	3
50-79	1

Ethnicity

White 55, Black 10, Spanish 9, Other 13

High Schools

Klein	7
G.E.D.	6

ACT Scores Mode 8, 9, 10 Mean 8.83

(0-4)	6
(5-8)	18
(9-12)	24
(13-16)	4
(17-20)	1
(21-24)	0
(25-28)	0

Total Scores 53

ENGLISH 130B

Total Students 130 Males 83 Females 47

Average Grade 2.3 (A = 4, B = 3, C = 2, D = 1)

Standard Deviation 1.6

Course Completion 96 (74%)

Attrition 34 (26%)

Ages Median Age 19.6

18-19	35
20-21	48
22-23	12
24-29	17
30-39	12
40-49	4
50-79	2

Ethnicity

White 95 Black 10 Spanish 20 Other 5

High Schools

G.E.D.	16
MacArthur	11
Klein	10
Spring	10
Humble	7
Aldine	5

ACT Scores Mode 12 Mean 10.19

(0-4)	5
(5-8)	29
(9-12)	38
(13-16)	19
(17-20)	3
(21-24)	0
(25-28)	1

Total Scores 95

ENGLISH 131

Total Students 303 Males 179 Females 124

Average Grade 1.9 (A = 4, B = 3, C = 2, D = 1)

Standard Deviation 1.5

Course Completion 212 (70%)

Attrition 91 (30%)

Ages Median Age 21.2

18-19	69
20-21	109
22-23	23
24-29	45
30-39	42
40-49	11
50-79	4

Ethnicity

White 236 Black 20 Spanish 25 Other 22

High Schools

G.E.D.	36	Spring	6
MacArthur	20	Eisenhower	11
Aldine	18	Conroe	9
Humble	16	Sam Houston	8
Klein	15	Cypress Fairbanks	6
Spring	13	Reagon	5

ACT Scores Mode 10 Mean 11.48

(0-4)	1
(5-8)	39
(9-12)	101
(13-16)	54
(17-20)	17
(21-24)	2
(25-28)	0

Total Scores 214

ENGLISH 132

Total Students 1,102 Males 547 Females 555

Average Grade 1.9 (A = 4, B = 3, C = 2, D = 1)

Standard Deviation 1.4

Course Completion 772 (70%) Incomplete 12

Attrition 318 (29%)

Ages Median Age 18.8

17	67
18-19	548
20-21	198
22-23	53
24-29	94
30-39	110
40-49	25
50-79	7

Ethnicity

White 990 Black 25 Spanish 59 Other 28

High School

Spring	140	Conroe	31	Splendora	7
Klein	97	Eisenhower	29	Northbrook	7
G.E.D.	81	San Houston	25	Smiley	6
Humble	68	McCullough	21	Reagan	6
Aldine	52	Nimitz	12	Jersey Village	5
Cypress-Fairbanks	49	Waltrip	11	Spring Woods	5
MacArthur	47	New Caney	11	Elmore	5
Tomball	39	Carrierdale	11		

ACT Scores Mode 18 Mean 16.42

(0-4)	5	(17-20)	191
(5-8)	15	(21-24)	81
(9-12)	110	(25-28)	34
(13-16)	191	Total Scores	627

MATH 130A

Total Students 261 Males 127 Females 134

Average Grade 1.9 (A = 4, B = 3, C = 2, D = 1)

Standard Deviation 1.6

Course Completion 170 (65%)

Attrition 91 (35%)

Ages Median Age 23.6

18-19	32
20-21	69
22-23	25
24-29	45
30-39	60
40-49	25
50-79	5

Ethnicity

White 205 Black 26 Spanish 23 Other 7

High School

G.E.D.	49
MacArthur	12
Aldine	12
Spring	11
Conroe	10
Sam Houston	7
Klein	5

ACT Scores Mode 10 Mean 10.87

(0-4)	7
(5-8)	39
(9-12)	74
(13-16)	43
(17-20)	10
(21-24)	1
(25-28)	0
Total Scores	174

MATH 130B

Total Students 344 **Males** 186 **Females** 157

Average Grade 1.8 (A = 4, B = 3, C = 2, D = 1)

Standard Deviation 1.6

Course Completion 218 (63%)

Attrition 126 (37%)

Ages **Median Age** 20.8

18-19	67
20-21	114
22-23	33
24-29	49
30-39	61
40-49	17
50-79	3

Ethnicity

White 297 Black 15 Spanish 21 Other 11

High Schools

G.E.D.	34
Spring	25
Humble	17
Aldine	14
MacArthur	13
Klein	11
Eisenhower	9
Conroe	7
Spring Branch	5

ACT Scores **Mode** 12 **Mean** 12.94

(0-4)	5
(5-8)	25
(9-12)	71
(13-16)	56
(17-20)	34
(21-24)	5
(25-28)	3

Total Scores 199

MATH 131

Total Students 527 Males 313 Females 214

Average Grade 1.4 (A = 4, B = 3, C = 2, D = 1)

Standard Deviation 1.6

Course Completion 281 (53%)

Attrition 245 (47%)

Ages Median Age 21.2

18-19	134
20-21	168
22-23	58
24-29	97
30-39	55
40-49	13
50-79	2

Ethnicity

White 465 Black 10 Spanish 32 Other 20

High School

Klein	32	Conroe	18
Aldine	30	Cypress Fairbanks	15
Spring	30	Eisenhower	10
G.E.D.	29	Carverdale	8
Humble	28	New Caney	6
MacArthur	19		

ACT Scores Mode 14 Mean 15.15

(0-4)	2
(5-8)	12
(9-12)	57
(13-16)	70
(17 20)	52
(21-24)	25
(25-28)	8
Total Scores	226

MATH 132

Total Students 399 Males 237 Females 162

Average Grade 1.7 (A = 4, B = 3, C = 2, D = 1)

Standard Deviation 1.5

Course Completion 245 (61%)

Attrition 154 (39%)

Ages Median Age 19.9

17	2
18-19	152
20-21	116
22-23	26
24-29	57
30-39	33
40-49	10
50-79	3

Ethnicity

White 350 Black 4 Spanish 22 Other 23

High School

Spring	37	Conroe	10
Klein	31	MacArthur	9
Humble	24	Eisenhower	8
G.E.D.	22	Sam Houston	8
Aldine	22	Nimitz	6
Cypress Fairbanks	21		

ACT Scores Mode 20 Mean 17.43

(0-4)	2
(5-8)	3
(9-12)	27
(13-16)	46
(17-20)	52
(21-24)	30
(25-28)	15
Total Scores	175

RETENTION PATTERNS AT A TEXAS COMMUNITY COLLEGE

Presented to the
Texas Association of Junior and Community
College Instruction Administrators

by

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ABSTRACT

Over the past few years retention of collge students has become a major focus of institutional researchers. The current paper is an analysis of attrition patterns at Amarillo College (AC), a two year institution in Amarillo, Texas. Overall attrition from fall, 1980 to spring, 1981 is presented first, and the attrition rate of different groups of students is considered. The apparent effect on these rates due to student intent (purpose for attending college) is also considered.

Nearly 41 percent of all students enrolled in credit courses at AC during the fall, 1980 semester failed to return spring, 1981. A number of demographic factors appear to be strongly related to the attrition rate. These factors include intent, marital status, veteran status, financial aid status, age, risk, basis of admission, major, hours attempted, day/night status, traditional/non-traditional status (a non-traditional student is defined as being 25 or older--or a first-time college student who is 20 or older), fall semester academic performance, and, to a lesser extent, sex. For example, students seeking degrees are far more likely to return than students seeking job-related skills.

In most instances the interactions of student intent and other factors cause a compounding of the simple effects of the variables involved. This is NOT true, however, for students using veterans', developmental, financial aid, and English as a second language services. In addition, compounding is almost entirely absent when one considers the interaction of hours attempted and intent. Students attempting one to three hours show a uniformly high attrition rate, regardless of intent. Students enrolled in seven or more hours show a uniformly low attrition rate, regardless of intent. Compounding seems to occur only among those enrolled in from four to six hours.

The measures of fall academic performance used in this report include not only grade point averages, but the proportion of "W", "WX", and "I" grades, as well. "W" grades are given to students who complete withdrawl procedures. "WX" grades are given to students who stop coming to class and who are administratively withdrawn by the instructor. "I" grades are given to students who have completed sufficient coursework and request an incomplete. Such grades are not averaged into a student's grade point average. While considering grades, hours enrolled and student intent are also taken into account.

Those students who were most successful academically were individuals enrolled for from 1 to 3 semester hours, and those seeking job-related or personal development education. These students were also the least likely groups of students to return spring semester.

Attrition is therefore considered to be a very complex problem in community colleges. This is attributed, in part, to the diverse nature of community college student bodies.

RETENTION PATTERNS AT A TEXAS COMMUNITY COLLEGE

Over the past few years retention of college students has become a major focus of institutional researchers. Much of the theoretical work (Tinto, 1975) currently being tested addresses the retention problem in traditional four (or more) year institutions (Terenzini and Pascarella, 1977). The student body at such institutions is potentially quite different from that to be found at many community colleges. Recently Greer (in press) has addressed the problem of retention in community colleges. She found the highest levels of attrition among part-time students and among students over age 24. She also found these to be the most successful students academically.

The current paper is an analysis of attrition patterns at Amarillo College (AC), a two year institution in Amarillo, Texas. Overall attrition from fall, 1980 to spring, 1981 will be presented first. Then the attrition rate of different groups of students will be considered. The apparent effect of intent (purpose for attending college) on the attrition rates of different groups of students will also be considered.

Attrition

Nearly 41 percent of all students enrolled in credit courses at AC during the fall, 1980 semester failed to return spring, 1981. A number of demographic factors appear to be strongly related to the attrition rate. These factors include intent, marital status, veteran status, financial aid status, age, risk, basis of admission, major, hours attempted, day/night status, traditional/non-traditional status (a non-traditional student is defined as being 25 or older--or a first-time college student who is 20 or older), fall semester academic performance, and, to a lesser extent, sex. The proportion of all students failing to return in each of these categories is listed under the heading "FULL GROUP" in Table 1. For example, while 36.2 percent of the men enrolled fall, 1980 failed to return spring, 1981; 44.6 percent of the women failed to return. The following lists contrast student characteristics associated with staying and leaving.

Students more likely than other to stay	Students more likely than others to leave
Single students	Divorced or widowed students
Veterans	Older students
Students receiving financial aid	Women
Younger students	Individual approval admittees
Men	Re-entry admittees
Students in ESL courses	GED admittees
Students in developmental courses	Transfer admittees
Continuing students	Pending majors
Health related majors	Night students
Technical majors	Part-time students
University parallel majors	Students seeking job-related education
Traditional students	Students seeking personal development
Day students	
Full-time students	
Students seeking associate degrees	
Students seeking transfer credits	

The Interaction of Intent and other Factors

In most instances the interaction of student intent and other factors is predictable. For example, high school graduates and continuing students who are seeking degrees, certificates, or transfer credits are far more likely to return than are students admitted under other categories who attend for personal development or job-related reasons. This can be considered a compounding of effects (Figure 1). This compounding, however, is absent among several groups. The attrition rate of those receiving financial aid, of veterans, and of developmental and English as a second language (ESL) students appears to be minimally affected by the reason given for attending AC. In addition, compounding is almost entirely absent when one considers the interaction of hours attempted and intent. Students attempting one to three hours show a uniformly high attrition rate, regardless of intent. Students enrolled in seven or more hours show a uniformly low attrition rate, regardless of intent. Compounding seems to occur only among those enrolled in from four to six hours (Figure 2).

Academic Performance

The effect of fall academic performance on retention will now be considered. Measures of academic performance will include not only grade point averages, but the proportion of "W", "WX", and "I" grades, as well. "W" grades are given to students who complete withdrawal procedures. "WX" grades are given to students who stop coming to class and who are administratively withdrawn by the instructor. "I" grades are given to students who have completed sufficient coursework and

request an incomplete. Such grades are not averaged into a student's grade point average.

The overall student grade point average during the fall, 1980 semester was 2.70 on a scale which ascribes a value of 4.00 to a grade of "A". Twenty-six percent of the students enrolled during this period received at least one grade of "W" (Table 2). Ten percent received at least one grade of "WX", and ten percent received at least one grade of "I". These percentages are NOT additive--the same student might have received grades of "W" and "WX" in different courses and be included in both the "W" and "WX" groups.

Grade Point Averages

Table 3 presents further information about fall grade point averages for different groups of students. While the overall grade point average was 2.70 ("a" on Table 3), the average for returning students (2.83--"b" on Table 3) was higher than that for non-returning students (2.45--"c" on Table 3).

Group grade point average also appeared to be affected by the reasons students gave for attending college. Students pursuing job-related skills, and, to a lesser extent, personal development, had a higher grade point average than did other students (Part I of Table 3). This was true for both returning (row "d", Table 3) and non-returning (row "e", Table 3) students. Enrolling for fewer credit hours was also associated with higher grade point averages (Part II of Table 3). This also was true for both returning (row "f", Table 3), and non-returning students (row "g", Table 3). A further examination of the relationship between hours enrolled and return status has been made for each reason for attending college. Part II of Table 3 has five subsections, A thru E. Section II A is limited to those students pursuing an associate degree; Section II B is limited to those seeking transfer credit, and so forth. In virtually every instance returning students out-performed non-returning students (a comparison of each "Yes" and "No" row); students enrolled in 1 to 3 hours out-performed other students (a comparison of each column); and students seeking job-related skills out-performed students seeking degrees, transfer credits, and certificates (a comparison of the "Total" rows).

Overall, the largest differences appeared to be between returning and non-returning students. The gap between these groups increased as the credit hours they attempted increased (rows "f" and "g", Table 3). However, this increase in the gap between returning and non-returning students as hours enrolled increased really only occurred among those students seeking associate degrees ("Yes" and "No" rows, Section II A). The gap did not widen between returning and non-returning students in each of the other intent groups.

Explanation of "W", "WX", and "I" Information

A pause for housekeeping might be valuable before proceeding. The format of Table 3 is duplicated in Tables 4 through 6. These examine the number of "W", "WX", and "I" grades students earned fall, 1980. In

order to make comparisons more equal, Tables 4 through 6 discuss the number of "W", "WX", and "I" grades PER HUNDRED COURSES ENROLLED during the fall semester.

The data has been manipulated in this manner to make comparisons more legitimate. For example, all else being equal, those enrolled in more courses (i.e., 12 to 15 semester hours) could legitimately be expected to withdraw from more courses than those enrolled in fewer courses (i.e., 1 to 3 hours). However, comparing the number of courses dropped PER HUNDRED COURSES ENROLLED for each group of students eliminates this distortion, and it becomes possible to determine whether in fact, "all else is equal." Did the number of courses dropped per hundred enrolled appear to be affected by the number of hours for which a student enrolled? Was the figure for those who returned spring, 1981 the same as that for students who did not? Did the goal students gave for attending college appear to have any effect on withdrawal rate per hundred courses enrolled? The remaining sections of this report attempt to answer such questions.

An additional benefit of investigating the number of "W", "WX", and "I" courses per hundred courses enrolled is that the cumulative effect of "W's", "WX's", and "I's" can be seen. Fourteen out of every 100 courses during the fall semester resulted in a grade of "W" ("a", Table 4). An additional 6 courses out of every 100 resulted in a grade of "WX" ("a",, Table 5). Four more out of the 100 resulted in a grade of "I" ("a", Table 6). Adding these figures together one finds that 24 out of every 100 courses--nearly one quarter of them--resulted in grades of "W", "WX", or "I". That represents 3,675 grades of "W", "WX", or "I" out of the more than 15,000 course grades issued fall, 1980 to the 5,110 students enrolled in semester hour classes.

"W" Grades

Students enrolled fall semester, 1980 who did not return spring, 1981 ("b", Table 4) received more than twice as many grades of "W" (per hundred courses enrolled) as did students who returned ("a", Table 4).

Those enrolled for job-related reasons withdrew at a lower rate than other students did. This was true for both returning and non-returning students ("Yes" and "No" rows, Section I, Table 4). Among those not returning, students seeking associate degrees received the largest average number of "W" grades. Among those who returned, students seeking transfer credit received the largest average number of "W" grades.

Those least likely to withdraw from classes are students enrolled in from 1 to 3 hours ("Yes" and "No" rows, Section II, Table 3). The "Total" row from the same section illustrates the danger of relying on summary data only; because of the difference in percentage return rates between students enrolled from 1 to 3 hours and those enrolled in more than 15 hours, the "Total" row would lead one to believe that those enrolled in more than 15 hours withdraw less often than other students.

This comparison of hours enrolled and return status has been repeated for each reason for attending college (Table 4, Section II A through II E). Those most likely to withdraw from courses appear to be those students who did not return, who were enrolled in 7 or more hours, and who were seeking an associate degree. Two specific exceptions to this appear (Points "d" and "e", Table 4), but these do not appear to fit into strong trends as do the figures in the "No" row, Section II A, Table 4. Those least likely to withdraw appear to be students seeking job-related skills who returned spring, 1981 ("Yes" row, Section II E, Table 4).

"WX" Grades

Students earned far fewer "WX" than "W" grades. However, non-returning students ("b", Table 5) earned six times as many "WX" grades as did returning students ("a", Table 5).

Non-returning students seeking job-related skills received "WX" grades less often than other students did ("No" row, Section I, Table 4). No significant differences in rate of "WX" grades occurred, however, among returning students ("Yes" row, Section I, Table 4).

Hours enrolled appeared to have no effect on the rate of "WX" courses among students who returned ("Yes" row, Section II, Table 5). However, among non-returning students, those enrolled in from 1 to 3 hours were less likely than students enrolling in 4 or more hours to receive grades of "WX" ("No" row, Section II, Table 5).

The relatively constant rate of "WX" grades among returning students appears to be true in general for all combinations of hours enrolled and reasons for attending college ("Yes" row, Sections II A through II E, Table 5). Among non-returning students the "WX" rate appears lowest for those seeking job-related skills for each of the "Hours Enrolled" groups ("No" rows, Sections II A through II E, Table 5).

"I" Grades

AC students were less likely to receive "I" grades than grades of either "W" or "WX". "I" grades were least prevalent among returning students ("b" and "c", Table 6), among students seeking associate degrees or transfer credit ("Total" row, Section I, Table 6), and among students enrolled full-time ("Total" row, Section II, Table 6). The comparatively low proportion of "I" grades among full-time students was due almost entirely to the influence of non-returning students ("Yes" and "No" rows, Section II, Table 6). These differences are all far smaller than those for "W" and "WX" grades discussed earlier. No consistent patterns exist in the Section II A through II E portion of Table 6. The large number of "reversals" (i.e., points d, d' and e, e'--Section II E, Table 6), suggests that the differences which do exist are not strongly related to hours enrolled, reason for attending college, or return status. Conditions affecting the proportion of "I" grades might well be more situation-specific than than those affecting the rates of "W" and "WX" grades.

Summary

Clear differences in retention rate have been shown to be associated with many student characteristics. Students using developmental, ESL, financial aids, and veterans' services appear to return more frequently than non-users. Greater proportions of younger than of older students return. Day students return in higher proportions than do night students. Student intent is also important--seeking degrees, certificates, or transfer credits is associated with higher rates of retention.

The factor which appears to be most strongly related to retention, however, is the number of hours enrolled. Not only does this override students' intents, but the most successful students academically (those enrolled in from 1 to 3 hours and those seeking job-related skills) are precisely those students with the highest rates of attrition. These findings are consistent with those reported by Greer (in press).

It is quite possible that the Tinto model (1975), developed to explain attrition at 4 year institutions, is not so much inoperative at community colleges as it is irrelevant to the lives of many community college students. Tinto hypothesized that retention appears dependent on the strength of identity students have with their college. This seems perfectly adequate when describing young students with possibly only themselves as economic dependents ("traditional students"). However, when one considers that most students at AC are married and are supporting a family one realizes that the major commitment of such students cannot, without great sacrifice, be to their education. One need only view Maslow's (1970) hierarchy of needs--basic needs such as food, shelter, and clothing must be met before self-actualization needs (such as further education) are even considered. One also suspects that the indentification younger students feel with their colleges is, in older students, replaced by their family commitments.

Young traditional students at residential colleges are at a stage in their life during which they are establishing their independence from the family they have known all their lives. For older, non-traditional students, those working full-time to support a family of their own creation, the question is no longer one of an independent identity (Erikson's fifth stage of life, 1963, 1968), but rather one of establishing strong ties with other people (Erikson's sixth stage). Where identity with college can be consistent with one's drive for identity, it would rarely be consistent with one's desire to achieve or maintain intimacy (again, Erikson's definition) with people at home.

Consequently from two theoretical positions--Maslow's and Erikson's--one would expect many community college students to be qualitatively different than traditional students at traditional institutions. As a result, factors affecting attrition at a traditional four year institution might well be different from those operative at community colleges among non-traditional students.

The non-traditional student's decision to return to college from one semester to the next would appear to be governed in part by two factors.

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One is economic--"Is there a course which I can afford (in terms of loss of potential wages due to class and study time) which will help me further my career?" The second is social--"What will the effect be of taking a course in terms of my commitments to those important to me?" Such considerations are possibly quite different from those operative when a traditional student decides whether to return to college.

One might also be able to explain the better academic performance of non-traditional students. When non-traditional students attend college it is quite likely that their commitment is to the course and its content. They probably have specific reasons for enrolling in certain courses--completion of this work will help them achieve specific personal or career goals. If, as Tinto suggests, traditional students with low attrition rates have a strong commitment only to the college itself (rather than the course and its content) one might understand why in any given course non-traditional students out-perform traditional ones, some of whom do just enough to "get by." This contrasts sharply with the motivation one non-traditional student expressed when describing her reasons for learning the material the first time by saying, "We can't afford a second chance. For us it is now or never."

Attrition, then, is potentially a far more complex problem at community colleges precisely because of the diverse nature of the students they serve. AC's traditional students appear to behave in ways consistent with Tinto's model; AC's non-traditional students probably do not. Detailed attrition information from other community colleges would be helpful in determining whether patterns at AC are consistent with those elsewhere. Also of value would be studies investigating the commitment of community college students to their coursework, to their college, and to significant others in their lives, and the relationship between that commitment and the decision to once again return to college.

TABLE 1 (cont.)

BASIS OF ADMISSION						
High School Grad.	37.1	31.9	24.7	37.5	44.1	59.2
Individual Approv.	45.2	29.6	57.1	50.0	46.7	60.0
GED	56.3	45.5	60.0	50.0	67.0	54.5
Continuing	30.8	26.6	28.2	38.8	37.2	45.1
Transfer	57.2	38.0	57.3	52.2	66.1	70.7
Re - entry	54.4	40.7	45.2	70.0	65.4	58.8
AREA						
Business Programs	42.1	34.0	29.7	53.8	52.7	53.7
Health Related	28.7	26.8	25.0	23.5	31.3	44.2
Sec./Clerical	38.9	30.9	0.0	56.5	41.0	61.5
Technical Programs	33.2	30.2	51.6	47.6	32.5	41.2
Vocational Progs.	24.7	23.6	25.0	39.1	34.3	3.7
Univer. Para.	33.7	30.7	31.1	32.3	43.0	43.1
Pending	54.2	41.0	39.6	55.8	59.3	70.9
NON - TRADITIONAL STUDENT						
Yes	44.8	33.4	39.7	49.5	54.3	55.3
No	31.6	27.4	26.5	37.3	41.6	54.4
ATTENDANCE TIME						
Day	32.8	27.3	28.7	35.1	40.0	52.4
Night	51.6	37.6	45.2	63.1	62.3	59.2
HOURS ATTEMPTED						
1 - 3	62.5	57.8	55.9	60.4	66.3	68.3
4 - 6	36.3	29.6	30.5	50.0	39.6	54.1
7 - 11	21.8	17.1	26.1	29.4	25.9	26.8
12 - 15	15.4	14.4	12.9	14.7	19.3	28.6
15 - Up	15.2	11.7	20.0	11.1	15.6	22.2

TABLE 1*

1980 - 81 NON-RETURNING STUDENTS FROM THE FALL SEMESTER

GROUP	FULL GROUP	AA DEGREE	TRANSFER CREDIT	CERT. OF COMPLETION	PERSONAL DEV.	JOB RELATED
TOTAL	40.9	31.4	33.6	43.8	52.0	55.9
SEX						
Male	36.2	28.9	32.0	42.9	47.6	46.0
Female	44.6	33.7	35.2	44.4	54.9	60.5
ETHNIC						
White	41.3	31.7	33.9	45.6	53.5	55.6
Indian	32.5	13.3			53.3	50.0
Black	34.4	28.8	21.1		47.1	64.3
Oriental	50.0	28.6			54.5	50.0
Not Defined	42.1	36.3	31.7	40.0	50.9	52.9
Mexican-American	37.3	24.1	31.3	42.9	42.4	65.2
MARITAL STATUS						
Married	46.3	34.0	41.9	52.9	56.4	56.5
Single	34.4	28.0	29.2	37.5	44.7	54.4
Divorced	48.1	37.1	53.7	50.0	55.5	55.3
Widowed	64.4	53.3	25.0		72.4	66.7
VETERAN						
Yes	24.8	22.4	31.5	36.4	28.0	22.5
No	42.6	33.0	33.7	44.2	53.4	58.5
FINANCIAL AID						
Yes	23.1	21.2	25.0	24.4	27.2	18.0
No	45.0	34.6	35.8	48.8	56.3	59.6
AGE						
17 - 19	25.0	22.8	21.4	28.6	30.6	33.3
20 - 24	38.6	31.1	32.0	40.6	52.3	62.2
25 - 29	44.1	33.0	40.3	53.1	56.3	52.1
30 - 39	43.2	32.7	44.9	41.7	50.8	51.7
40 - 49	49.8	35.3	42.9	61.5	56.2	67.2
50 - Up	50.4	33.3	50.0	75.0	59.0	57.1
RISK						
ESL	26.8	8.7			32.6	
Current Access	36.4	34.9	31.3	33.3	43.4	37.5
Tan - Access	41.7	29.2	34.3	44.4	54.5	56.9

TABLE 2

PERCENT OF STUDENTS EARNING AT LEAST ONE GRADE OF:

RETURNED	ASSOCIATE DEGREE	TRANSFER CREDIT	CERTIFICATE OF COMPLETION	PERSONAL DEVELOPMENT	JOB RELATED	TOTAL GROUP
I. "W"						
Yes	22	34	21	22	11	24
No	37	35	29	22	21	28
Total	27	34	25	22	17	26
II. "WX"						
Yes	6	7	1	3	2	5
No	21	24	22	17	8	18
Total	10	13	10	10	6	10
III. "I"						
Yes	7	9	18	11	8	9
No	11	10	14	11	9	10
Total	8	9	16	11	9	10

TABLE 3

SEMESTER HOUR GPA - FALL, 1980

WHERE 2.0 = C

I. BY: INTENT BY RETURN STATUS

RETURNED	ASSOCIATE DEGREE	TRANSFER CREDIT	CERTIFICATE OF COMPLETION	PERSONAL DEVELOPMENT	JOB RELATED	TOTAL GROUP
Yes[d]	2.77	2.78	2.71	2.89	3.19	2.83[b]
No[e]	2.28	2.32	1.91	2.55	2.77	2.45[c]
Total	2.65	2.65	2.41	2.74	2.97	2.70[a]

II. BY: HOURS ENROLLED BY RETURN STATUS, OVERALL

RETURNED	1 to 3	4 to 6	7 to 11	12 to 15	16-Up	TOTAL GROUP
Yes[f]	3.18	3.00	2.77	2.69	2.80	2.83[b]
No[g]	2.81	2.37	2.21	2.08	1.89	2.45[c]
Total	2.95	2.72	2.62	2.58	2.65	2.70[a]

II A. BY: Hours Enrolled by Return Status, Associate Degree Intent Only

Yes	3.01	3.01	2.73	2.68	2.74	2.77
No	2.82	2.30	2.17	1.95	1.93	2.28
Total	2.91	2.74	2.61	2.56	2.61	2.65

II B. BY: Hours Enrolled by Return Status, Transfer Credit Intent Only

Yes	3.10	2.93	2.67	2.69	2.89	2.78
No	2.51	2.26	2.28	2.11	2.70	2.32
Total	2.79	2.71	2.54	2.58	2.86	2.65

II C. BY: Hours Enrolled by Return Status, Certificate of Completion Intent Only

Yes	3.40	2.90	2.48	2.65	2.83	2.71
No	2.40	1.37	3.04	1.72	1.45	1.91
Total	2.65	1.96	2.59	2.40	2.58	2.41

II D. BY: Hours Enrolled by Return Status, Personal Development Intent Only

Yes	3.20	2.97	2.79	2.72	2.76	2.89
No	2.81	2.38	2.10	2.26	1.35	2.55
Total	2.93	2.70	2.54	2.65	2.48	2.74

II E. BY: Hours Enrolled by Return Status, Job Related Intent Only

Yes	3.40	3.18	3.29	2.73	3.03	3.19
No	2.96	2.64	2.43	2.68	2.45	2.77
Total	3.11	2.87	3.01	2.72	2.72	2.97

Footnotes "a" through "g" are referred to in the text.

TABLE 4

AVERAGE NUMBER OF "W" COURSES PER HUNDRED COURSES ENROLLED

I. BY: Intent by Return Status

RETURNED	ASSOCIATE DEGREE	TRANSFER CREDIT	CERTIFICATE OF COMPLETION	PERSONAL DEVELOPMENT	JOB RELATED	TOTAL GROUP
Yes	9	13	9	9	6	9[c]
No	27	21	20	17	17	21[b]
Total	15	15	14	13	13	14[a]

II. BY: Hours Enrolled by Return Status

RETURNED	1 to 3	4 to 6	7 to 11	12 - 15	16 - Up	TOTAL GROUP
Yes	5	8	11	11	9	9
No	16	20	27	27	23	21
Total	13	14	16	15	12	14[a]

II A. BY: Hours Enrolled by Return Status, Associate Degree Intent Only

Yes	7	8	9	10	9	9
No	21	24	31	32	32	27
Total	15	15	15	14	14	15

II B. BY: Hours Enrolled by Return Status, Transfer Credit Intent Only

Yes	6	8	19	14	10	13
No	21	14	22	23	30	21
Total	15	11	20	16	14	15

II C. BY: Hours Enrolled by Return Status, Certificate of Completion Intent Only

Yes	14	21	8	8	2	9
No	8	20	45[d]	21	6	20
Total	10	21	20	12	3	14

II D. BY: Hours Enrolled by Return Status, Personal Development Intent Only

Yes	3	8	12	12	12	9
No	14	18	24	33[e]	5	17
Total	11	13	17	16	10	13

II E. BY: Hours Enrolled by Return Status, Job Related Intent Only

Yes	5	4	9	6	6	6
No	17	20	24	8	-	17
Total	13	14	15	7	5	13

Footnotes "a" through "c" are referred to in the text.

TABLE 5

AVERAGE NUMBER OF "WX" COURSES PER HUNDRED COURSES ENROLLED

I. BY: Intent by Return Status

RETURNED	ASSOCIATE DEGREE	TRANSFER CREDIT	CERTIFICATE OF COMPLETION	PERSONAL DEVELOPMENT	JOB RELATED	TOTAL GROUP
Yes	2	3	1	1	2	2[c]
No	13	15	14	12	6	12[b]
Total	6	7	7	7	4	6[a]

II. BY: Hours Enrolled by Return Status

RETURNED	1 to 3	4 to 6	7 to 11	12 to 15	16-Up	TOTAL GROUP
Yes	2	2	2	2	1	2
No	6	16	19	13	17	12
Total	5	9	8	5	5	6

II A. BY: Hours Enrolled by Return Status, Associate Degree Intent Only

Yes	4	2	2	3	1	2
No	7	14	18	11	18	13
Total	6	7	7	4	5	6

II B. BY: Hours Enrolled by Return Status, Transfer Credit Intent Only

Yes	-	2	6	2	2	3
No	10	22	20	14	9	15
Total	6	11	11	5	3	7

II C. BY: Hours Enrolled by Return Status, Certificate of Completion Intent Only

Yes	-	-	-	-	5	1
No	8	16	16	17	28	14
Total	6	10	5	5	8	7

II D. BY: Hours Enrolled by Return Status, Personal Development Intent Only

Yes	1	1	2	2	1	1
No	6	20	22	14	27	12
Total	5	11	10	5	7	7

II E. BY: Hours Enrolled by Return Status, Job Related Intent Only

Yes	2	3	-	3	-	2
No	5	5	11	16	-	6
Total	4	4	4	8	-	4

Footnotes "a" through "c" are referred to in the text.

TABLE 6

AVERAGE NUMBER OF "I" COURSES PER HUNDRED COURSES ENROLLED

I. BY: Intent by Return Status

RETURNED	ASSOCIATE DEGREE	TRANSFER CREDIT	CERTIFICATE OF COMPLETION	PERSONAL DEVELOPMENT	JOB RELATED	TOTAL GROUP
Yes	2	3	6	4	4	3[c]
No	6	5	8	7	7	7[b]
Total	3	3	7	6	6	4[a]

II. BY: Hours Enrolled by Return Status

RETURNED	1 to 3	4 to 6	7 - 11	12 - 15	16 - Up	TOTAL GROUP
Yes	4	3	3	3	3	3
No	9	6	5	4	1	7
Total	7	5	4	3	3	4

II A. BY: Hours Enrolled by Return Status, Associate Degree Intent Only

Yes	2	3	1	3	4	2
No	9	8	4	2	2	6
Total	6	5	2	2	3	3

II B. BY: Hours Enrolled by Return Status, Transfer Credit Intent Only

Yes	4	1	1	3	2	3
No	9	3	6	3	-	5
Total	7	2	3	3	2	3

II C. BY: Hours Enrolled by Return Status, Certificate of Completion Intent Only

Yes	14	4	1	5	11	6
No	17	5	3	6	6	8
Total	16	4	2	5	10	7

II D. BY: Hours Enrolled by Return Status, Personal Development Intent Only

Yes	3	5	6	4	3	4
No	8	6	6	8	2	7
Total	7	5	6	5	3	6

II E. BY: Hours Enrolled by Return Status, Job Related Intent Only

Yes	3	5	3	4[d]	2[e]	4
No	9	5	7	-[d]	-[e]	7
Total	7	5	5	3	1	6

Footnotes "a" through "c" are referred to in the text.

Figure 1
Basis of Admission by Intent

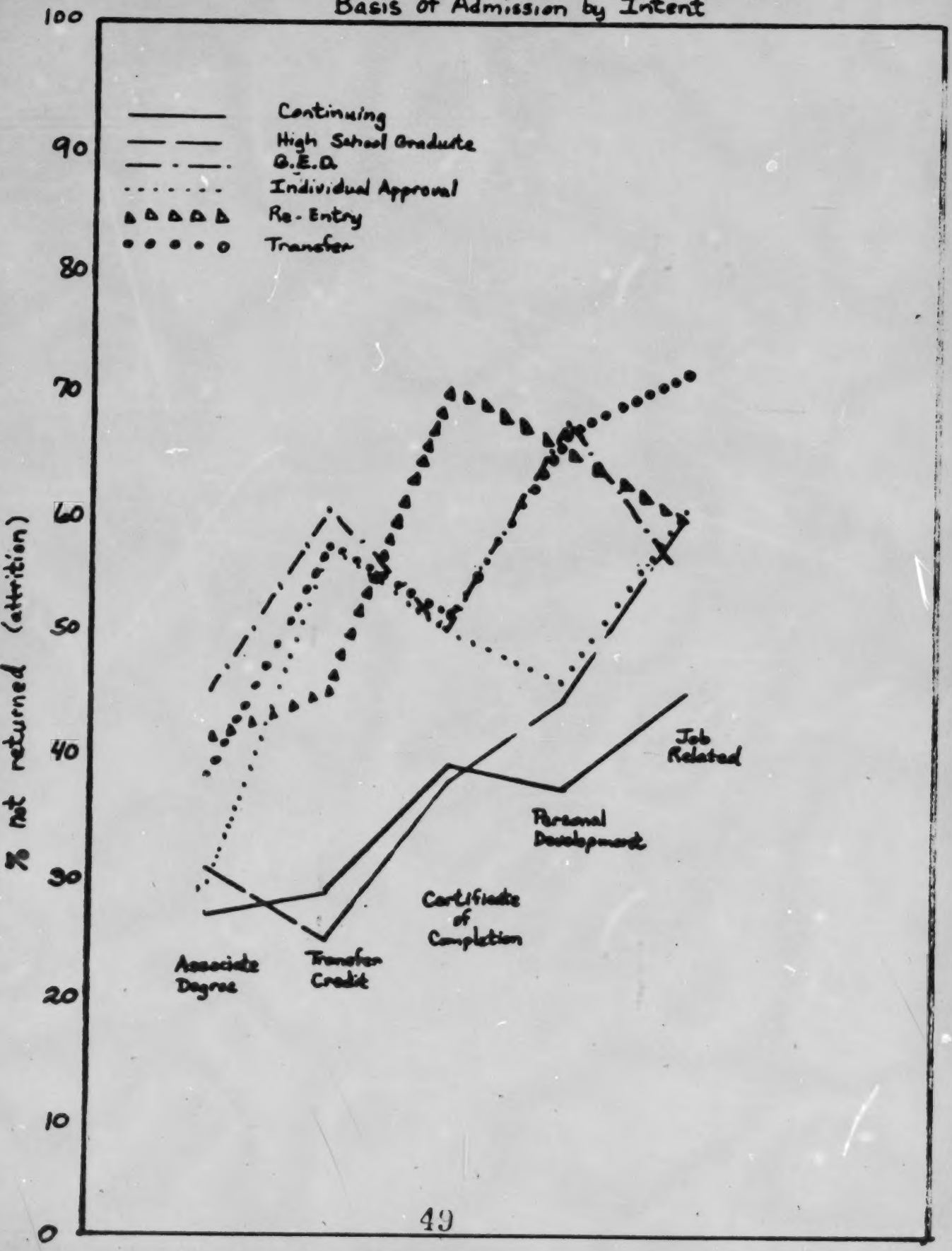
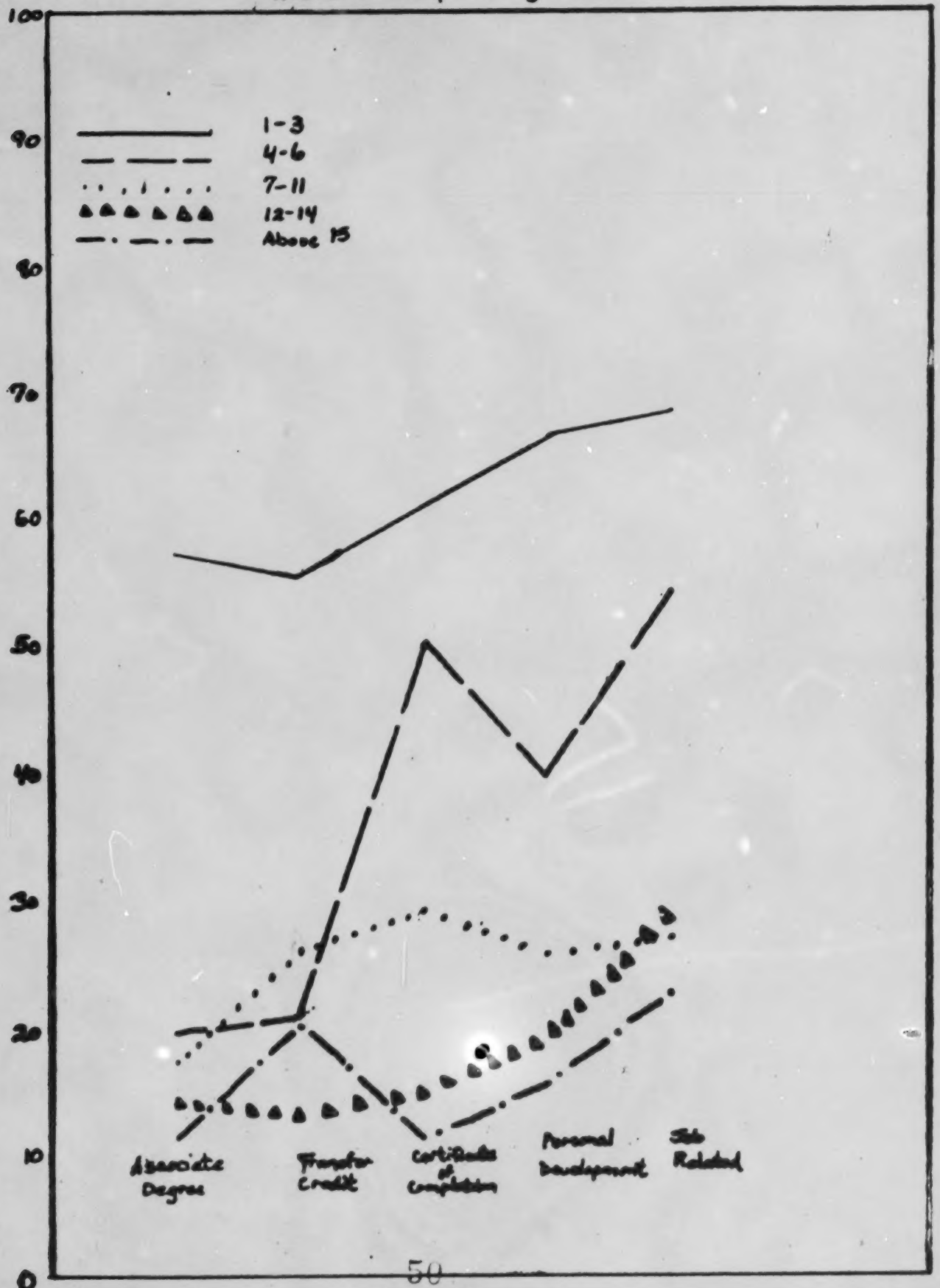


Figure 2
Hours Attempted by Intention



A PART-TIME FACULTY SURVEY of

Texas Junior and Community Colleges
Selected Texas Four-Year Colleges
Selected Out-of-State Junior and
Community Colleges

Report Number 80-1

by Susan H. Reid
and
Sula J. Hurley

Austin Community College
Office of Institutional Research

Summer 1980

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PART-TIME FACULTY SURVEY

INTRODUCTION

"The number of part-time instructors has risen almost as quickly as the part-time student enrollments. According to the recent AACJC Directory, the number of faculty employed increased from 48,572 in 1971 to 119,993 in 1979."* In nineteen Texas Community Colleges there is a ratio of at least one part-time faculty member to one full-time, and in four of these the ratio is more than two part-time to one full-time faculty, with two colleges reporting a 4 to 1 ratio. Since part-time faculty comprise such a large part of the instructional program of so many community colleges, it is important to review the policies, compensation, and benefits for part-time faculty.

An informal survey of Texas community college personnel did not produce a current study of policies, benefits and compensation for part-time faculty; therefore, the Austin Community College Office of Institutional Research conducted a survey to obtain comparative data from selected colleges. The purpose of the study was to obtain information which would be useful in evaluating ACC's policies relating to part-time faculty.

METHOD OF SURVEY

The survey was designed to focus on part-time faculty in Texas Community Colleges, and all 47 community colleges were included in the sample. By way of comparison, five 4-year Texas Colleges were surveyed, and nine out-of-state large urban community colleges were included for a total sample of 61 colleges. Fifty-nine colleges responded to the survey and are included in the data reported.

The instrument used to gather the data is a questionnaire with twelve open-ended items. The questionnaires were sent to Presidents and Personnel Directors of the colleges in the sample with a letter indicating that the ACC Institutional Research Office would conduct the survey by telephone interviews with Personnel Directors. An

*Sanchez, Bonnie M. "Part-time Community College Instructors," Community Services Catalyst, Volume X, No. 2, Spring/Summer 1980.

extended version of the questionnaire which was mailed was developed for use by the telephone interviewers. Copies of both questionnaires are included in Appendix A.

During the month of June 1980, the telephone interviews were conducted by two ACC staff members. Forty institutions completed the survey in writing and returned it to ACC. In cases where answers were ambiguous, one of the interviewers contacted the respondent to obtain clarification. All of the colleges which did not return a questionnaire were contacted by telephone. The response rate for the survey was 97 percent; two institutions did not supply information in time to be included.

SUMMARY OF FINDINGS

In general, very few community colleges have written policies concerning part-time faculty other than a schedule for compensation. All colleges expressed an interest in obtaining the report of this survey, and several colleges, particularly the fast-growing urban institutions, wanted the report because they are in the process of formalizing their policies and procedures concerning part-time faculty.

Data obtained from a sampling of out-of-state community/junior colleges and Texas four-year colleges is useful in giving some perspective to the study of Texas community/junior colleges. The samples were too small to make meaningful generalizations, and so data on these colleges are not included in the summary that follows. However, for comparison, the data on these colleges are included in Tables 2 and 3 to indicate part-time faculty compensation, benefits, and policies extended by a sample of out-of-state and four-year institutions.

The following facts summarize the information obtained for Texas community colleges. Responses of the four-year colleges and out-of-state community colleges are not included in the following summary, since much of the data were not comparable.

SUMMARY OF PART-TIME FACULTY STUDY
TEXAS COMMUNITY/JUNIOR COLLEGES*

COMPENSATION:

$713		is the average base compensation for beginning part-time faculty for teaching one 3-semester hour course; the range is $480-$1,254.
$738		is the average mean compensation for teaching one 3-semester hour course.
30	(65%)	pay a standard rate for a course and do not compensate for degrees and experience at other colleges.
16	(35%)	have a compensation scale that reflects earned degrees and experience by part-time faculty.
6	(13%)	give some extra compensation for longevity with the college.

BENEFITS:

7	(15%)	offer some form of fringe benefits to part-time faculty.

JOB SECURITY:

One	(2%)	offers a multi-term contract; this is offered only after a person has taught more than 6 years.
None		has a written policy on preferential re-hiring of part-time faculty.
23	(50%)	report following an informal, unwritten policy of preferential re-hiring of part-time faculty.
One	(2%)	has an unwritten policy discouraging the re-hiring of current part-time faculty.

ABSENCES:

5	(11%)	do not have excused absences, but do not deduct from part-time compensation for a small number of absences.
18	(39%)	deduct from part-time faculty compensation for any absence.
8	(17%)	do not deduct for absences, but ask for part-time faculty to compensate the substitute teacher.
13	(28%)	have no set policy and handle absences on an individual basis.
3	(7%)	offer some form of sick leave or a quota of excused absences for part-time faculty.

OTHER:

One	(2%)	has a part-time faculty association.
3	(7%)	reported a special policy applying to part-time faculty other than the policy on absences. (Each of these colleges specify that part-time faculty are not required to keep office hours.)

*One college declined to give information. The survey was completed by 46 community colleges.

RESULTS OF SURVEY

Table 1 presents the information gathered on Texas community colleges. The majority of these colleges do not compensate part-time faculty for degrees or experience, do not offer fringes benefits, have no form of job security, but do informally practice preferential re-hiring, and do not offer sick leave or excused absences.

TABLE I. PART-TIME FACULTY COMPENSATION, BENEFITS, AND POLICIES
TEXAS COMMUNITY/JUNIOR COLLEGES

College	Approximate Ratio PT:FT	Compensation			Benefits	Job Security		Absences	
		Compensation for 3-semester hr. course	Extra Comp. for Longevity	Increase in 1980-81		Multi-term Contract	Preferential Re-hiring*	Excused Absences**	Deduction from Compensation***
1	1-1/3:1	$480-$672	Yes	Yes	No	No	No	No	Yes
2	1/2:1	$500	No	No	No	No	No	No	Yes
3	4/5:1	$528	No	Yes	No	No	Yes	No Policy	No
4	1:1	$549-$750	Yes	Yes	Life insurance and workman's compensation can be elected, but not at college expense	No	No	No	Yes
5	1:1	$550-$700	No	No	No	No	Yes	No Policy	No
6	1-1/2:1	$576	No	No	No	No	Yes	No	Yes
7	7/10:1	$576	No	No	No	No	No	No	Yes
8	2:1	$600	No	No	Tuition-free courses for part-time faculty and dependents	No	Yes	No	Yes
9	1:1	$600	No	No	No	No	No	No Policy	No
10	1:1	$600	No	No	No	No	No	No Policy	No
11	4/5:1	$600	No	Proposed	No	No	No	No	Yes
12	7/10:1	$600	No	No	Teacher Retirement	No	No	No	No
13	1/30:1	$600	No	Yes	No	No	Yes	No Policy	No
14	2/5:1	$600	No	No	No	No	No	No Policy	No
15	1:1	$600-$800	No	No	No	Yes	Yes	No	Yes
16	3/5:1	$600-$1,000	No	No	No	No	Yes	No	Yes

*"Yes" indicates an informal policy of rehiring part-time faculty if work is available and performance is satisfactory.
**Excused absence or sick leave.
***Deduction from compensation or part-time faculty pays for substitute.

College	Approximate Ratio PT:FT	Compensation			Benefits	Job Security		Absences	
		Compensation for 3-semester hr. course	Extra Comp. for Longevity	Increase in 1980-81		Multi-term Contract	Preferential Re-hiring*	Excused Absences**	Deduction from Compensation***
17	4:1	$650-$750	No	Yes	No	No	Yes	No	Yes
18	1-1/5:1	$672	No	No	No	No	No	No Firm Policy	Yes
19	1/2:1	$675	No	Yes	No	No	No	No	Yes
20	1-1/4:1	$685-$815	Yes	Yes	Sick Leave	No	No	Yes	Yes, if sick leave exceeded
21	1-1/4:1	$685-$850	No	Unknown	No	No	No	No	Yes
22	1:1	$697-$951	No	No	No	No	Yes	No	No
23	1:1	$700	No	No	No	No	No	No	Yes
24	7/10:1	$700	No	Yes	No	No	Yes	No Policy	No
25	1/3:1	$700-$800	No	No	No	No	No	No Policy	No
26	9/10:1	$700-$825	No	No	No	No	No	No Policy	No
27	1/2:1	$720—M.A. & Ph.D. get prorata of F-T salary	No	Yes	No	No	Yes	No	Yes
28	2/5:1	$720	No	No	No	No	No	No	Yes
29	1:1	$750	No	No	No	No	Yes	No Policy	No
30	2/5:1	$750	No	No	No	No	Yes	No	Yes
31	1/10:1	$750	No	No	No	No	Yes	No	Yes
32	2-1/2:1	$750	Yes	Yes	No	No	Yes	No	No

*"Yes" indicates an informal policy of rehiring part-time faculty if work is available and performance is satisfactory.
**Excused absence or sick leave.
***Deduction from compensation or part-time faculty pays for substitute.

College	Approximate Ratio PT:FT	Compensation			Benefits	Job Security		Absences	
		Compensation for 3-semester hr. course	Extra Comp. for Longevity	Increase in 1980-81		Multi-term Contract	Preferential Re-hiring*	Excused Absences**	Deduction from Compensation***
33	4/5:1	$750--$1,050	Yes	No	No	No	Yes	No Policy	No
34	7/10:1	$736	Yes	No	No	No	No	No	No
35	1-1/2:1	$780	No	No	No	No	Yes	No	Yes
36	2/5:1	$795-$1,092	No	No	No	No	Yes	No	Yes
37	4:1	$801	No	Yes	No	No	Yes	No	Yes
38	1/2:1	$800	No	No	No	No	No	No	No
39	2/5:1	$900	No	No	Sick Leave	No	No	Yes	No
40	1/2:1	$900	No	No	No	No	Yes	No	Yes
41	7/10:1	$900	No	No	No	No	Yes	No	Yes
42	7/10:1	$963 night-time $1,491 day-time	No	No	No	No	No	Yes	No
43	7/10:1	$1,000	No	No	Social Security	No	No	No	Yes
44	4/5:1	$1,020	No	No	No	No	Yes	No	Yes
45	1:1	$1,254-$1,372	No	Yes	No	No	Yes	No	Yes
46	3/5:1	No Base; Each contract negotiated	Negotiated	No	Can elect hospitalization and insurance	No	No	No Policy	No

*"Yes" indicates an informal policy of rehiring part-timee faculty if work is available and performance is satisfactory.
**Excused absence or sick leave.
***Deduction from compensation or part-time faculty pays for substitute.

Table 2, which presents data gathered on the nine responding out-of-state community colleges, indicates that these colleges have several methods of compensation--five colleges pay part-time faculty per contact/credit hour, three pay per course, and one pays a prorata of full-time salary. The majority of these colleges do not offer benefits or formal job security, and do not compensate part-time faculty for absences.

TABLE 2. PART-TIME FACULTY COMPENSATION, BENEFITS, AND POLICIES
OUT-OF-STATE COMMUNITY/JUNIOR COLLEGES

College	Approximate Ratio PT:FT	Compensation			Benefits	Job Security for P-T faculty*	Absences	
		Compensation for 3-semester hr. course	Extra Comp. for Longevity	Increase in 1980-81			Excused Absences**	Deduction from Compensation***
OS-1	3-1/2:1	Quarter $9.02-$12.08 per contact hour	No	Yes	No	No	No	Yes
OS-2	4/5:1	Quarter $600-$825 per course	Yes	Requested	No	No	No	Yes
OS-3	4:1	$8.30-$10.36 per contact hour	No	No	No	No	No	Yes
OS-4	4:1	Quarter $12-$19 per contact hour	Yes	Yes	Sick leave after 10 terms; scholarships to the college	Yes (Multi-term contracts after 12 terms)	Sick leave after 10 terms	Yes
OS-5	1-1/8:1	$19.39-$22.67 per contact hour	Yes	Negotiation in progress	Full benefits if employed more than half-time	Written seniority policy	Yes	No
OS-6	1-1/3:1	$630-$1,030	Yes	Unknown	No	No	No	Yes
OS-7	2-3/5:1	$13 per credit hr.	No	No	Social Security	Yes	No	Yes
OS-8	1:1	Quarter $480-$870	Yes	Yes	No	Yes	No	Yes
OS-9	1/2:1	50% prorata of full-time salary based on load	Yes	Unknown	Sick leave and Teacher Retirement	Yes	Yes	No

*"Yes" indicates an informal policy of rehiring part-time faculty if work is available and performance is satisfactory.
**Excused absence or sick leave.
***Deduction from compensation or part-time faculty pays for substitute.

Table 3 gives the information gathered on the Texas four-year colleges which responded to the survey. All of these colleges allow sick leave or excused absences for part-time faculty but no other benefits unless teaching more than half-time. Since this sample is so small, it is difficult to make meaningful generalizations about 4-year colleges based on their responses.

TABLE 3. PART-TIME FACULTY COMPENSATION, BENEFITS, AND POLICIES
FOUR-YEAR TEXAS COLLEGES

College	Approximate Ratio PT:FT	Compensation			Benefits	Job Security for P-T faculty*	Absences	
		Compensation for 3-semester hr. course	Extra Comp. for Longevity	Increase in 1980-81			Excused Absences**	Deduction from Compensation***
4-yr. 1	1/2:1	$1,373	No	Yes	No	Yes	Yes	If more than one week
4-yr. 2	1/10:1	$1,100-$1,800	No	No	Sick leave. Insurance, retirement and social security	No	Yes	No
4-yr. 3	1/25:1	Prorata of full-time salary	Yes	Yes	Sick leave. Other benefits if teaching half-time or more	No	Yes	No
4-yr. 4		Prorata of full-time salary	No	Unknown	Sick leave. Other benefits if teaching half-time or more	Yes	Yes	No

*"Yes" indicates an informal policy of rehiring part-time faculty if work is available and performance is satisfactory.
**Excused absence or sick leave.
***Deduction from compensation or part-time faculty pays for substitute.

Table 4 presents data on the nineteen community/junior colleges having a ratio of at least one part-time faculty to one full-time. No generalizations can be made on the colleges—some are urban and some rural, some have large student enrollments and some small.

The average base compensation among these colleges for beginning part-time faculty teaching one 3-semester hour course is $683, well below the average base compensation of $713 calculated for all the Texas community/junior colleges. The average mean compensation is $728 as compared with the average mean figure of $738 for all the Texas community/junior colleges. Three of the nineteen colleges offer some fringe benefit to part-time faculty.

TABLE 4. COMPARISON OF COMPENSATION AND FRINGE BENEFITS AMONG TEXAS COMMUNITY/JUNIOR COLLEGES WITH A LARGE PERCENTAGE OF PART-TIME FACULTY

College	Approximate Ratio of PT to FT Faculty	Compensation for Three-Semester Hour Course	Fringe Benefits
1	1-1/3:1	$480-$672 plus longevity pay	None
4	1:1	$549-$750 plus longevity pay	Life insurance and worker's compensation
5	1:1	$550-$700	None
6	1-1/2:1	$576	None
8	2:1	$600	Tuition free courses for Part-Time faculty and dependents
9	1:1	$600	None
10	1:1	$600	None
15	1:1	$600-$800	None
17	4:1	$650-$750	None
18	1-1/5:1	$672	None
20	1-1/4:1	$685-$815 plus longevity pay	Sick leave
21	1-1/4:1	$685-$850	None
22	1:1	$697-$951	None
23	1:1	$700	None
29	1:1	$750	None
32	2-1/2:1	$750 plus longevity pay	None
35	1-1/2:1	$780	None
37	4:1	$801	None
45	1:1	$1,254-$1,572	None

Table 5, which presents a listing of the specific fringe benefits offered by the six Texas community/junior colleges extending benefits, indicates that only one college offers a package of benefits that is comparable to the benefits extended to full-time faculty.

TABLE 5. FRINGE BENEFITS IN TEXAS COMMUNITY/JUNIOR COLLEGES

College	Nature of Benefits for P-T Faculty Teaching Less than Half Time
4	Life insurance and worker's compensation are available, but are elective, and are not funded by the college.
8	Part-Time Faculty and their dependents get free tuition for courses.
12	Part-time faculty are eligible for Teacher Retirement.
20	Sick leave is granted.
39	Sick leave is granted.
43	Social Security is granted.
46	Any Part-Time faculty member can elect to take group hospitalization, group life insurance, and group disability (the college pays 100% of premiums on each policy). Part-Time faculty can elect to participate in Teacher Retirement.

APPENDIX A

SAMPLE QUESTIONNAIRES

Institution_____

Address_____

Phone Number_____

President_____

Personnel Director_____

No. of Full-time Faculty_____ Ratio_____

No. of Part-time Faculty_____

Institutional Research
Austin Community College
Summer 1980

PART-TIME FACULTY SURVEY

1. How do you differentiate between full-time and part-time faculty.

_____

_____

2. What is the maximum number of hours a part-time faculty member is allowed to teach?

_____

3. On what basis do you calculate part-time faculty wage?

$_____ Per credit/contact hour
$_____ Per semester
$_____ Per FTE
$_____ Prorata of full-time salary
Other (please explain) _____

_____

_____

_____

4. Will there be an increase in the base salary in Fall 1980? _____ If so, what will be the new base salary? _____

5. Is there additional compensation above base salary for any of the following? If so, please indicate the amount.

$_____ Previous years of experience_____
$_____ Longevity with your college_____
$_____ Degrees_____
$_____ Merit_____
$_____ Other_____

7. What benefits are available to part-time faculty?

_____
_____
_____

8. Do you offer part-time faculty a contract for more than one semester at a time? _____If so, on what basis is this determined?

_____

If not, do you plan to do so in the future? _____

9. Do you have a policy concerning preferential re-hiring of current part-time faculty? _____ If so, what is the policy?

_____
_____

10. Does your part-time faculty have an institutional faculty association separate from the full-time faculty association? _____ If so, please explain the relation of this organization to the college administration.

_____
_____

11. Are there any other special policy provisions pertaining exclusively to part-time faculty? _____ If so, please specify.

_____
_____

12. What is your policy on absences by part-time faculty?

_____
_____

Does the part-time faculty member pay for a substitute?

_____
_____

6. Are there any fringe benefits available to part-time faculty? _____ (If not, skip to question #8.)

7. What benefits are available to part-time faculty?

Leave:

_____Sick leave - _____hours/days per _____hours/days/year.

_____Bereavement leave - _____hours/days per _____hours/days/year.

_____Other personal leave - hours/days per _____ hours/days/year.

_____Bereavement or personal leave charged against sick leave.

_____Staff development or sabbatical leave.

Insurance and Retirement:

_____Group hospitalization and/or major medical insurance - College pays _____% of employee premium

_____Group life insurance - College pays _____% of employee premium

_____Group disability (salary protection) insurance - College pays _____% of premium

_____Group dental insurance - College pays _____% of employee premium

_____Professional liability insurance provided by College.

_____Participation in Social Security (matching basis)

_____Annuity program in lieu of Social Security - College contributes _____% of employee's gross salary

_____Retirement program participation - College pays _____%, employee pays _____%

Other (such as free parking, allowance for professional travel, etc.):

_____

_____

_____

_____

8. We would like to determine whether you have any policies relating to job security. For instance, do you offer part-time faculty a contract for more than one semester at a time? _____If so, on what basis is this determined?

_____

_____

If not, do you plan to do so in the future? _____

9. Do you have a policy concerning preferential re-hiring (or first refusal of a course) of current part-time faculty? _____ If so, what is the policy?

_____

_____

_____ Please Send Copy of Policy

10. Does your part-time faculty have an institutional faculty association separate from the full-time faculty association? _____ What is the relation of this organization to the College administration.

_____

_____

What is the relation of the organization to the governing board?

_____

_____

11. Are there any other special policy provisions pertaining exclusively to part-time faculty? (Such as only allowing part-time faculty who have full-time jobs to be employed) _____ What are these?

_____

_____

_____ Please Send Copy of Policy

12. What is your policy on absences by part-time faculty?

Please Send Copy of Policy

Does the part-time faculty member pay for a substitute?

Who selects the substitute?

APPENDIX B

Colleges Surveyed

All 47 Community/Junior Colleges of Texas

Out-of-State Community Colleges:

Central Piedmont Community College
DeKalb Community College
Florida Junior College at Jacksonville
Lansing Community College
Los Angeles Community College
Miami-Dade Community College
Milwaukee Area Technical College
Northern Virginia community College
Rio Hondo College

Four-Year Texas Colleges:

East Texas State University
Lamar University
North Texas State University
Texas A & I University
Texas Tech University

AUSTIN COMMUNITY COLLEGE

The Economic Impact of Austin Community College

January 1980

Austin, Texas

HIGHLIGHTS

- ACC has put $46.5 million into Austin's economy from 1973 through August 1980.

- ACC is a labor-intensive employer. A major part of the college budget goes for salaries which are spent and respent in the Austin community. The college'e expenditure of $46.5 million had an income effect on Austin's economy of nearly $60 million.

- ACC now, directly and indirectly, accounts for 2506 jobs in the Austin areas. (Less than 1000 people are directly employed by ACC.)

- ACC contributes to the local economy by attracting outside money to Austin. In 1979-80, ACC will receive $8.2 million in state support, and $1.8 million in grants. Economically disadvantaged students will receive $381,000 in federal scholarships and veterans attending ACC will receive $4.2 million in V. A. payments.

THE ECONOMIC IMPACT OF AUSTIN COMMUNITY COLLEGE

PURPOSE

This study was undertaken to demonstrate objectively the economic value of Austin Community College to the Austin area. The questions to be addressed are:

1. What are the monetary effects of ACC expenditures on the Austin economy?
2. What are the direct and indirect effects of ACC on employment in the Austin area?
3. What effects will increases in ACC expenditures from the proposed Maintenance and Operation tax have on the Austin economy?
4. What effect will ACC's proposed construction program have on the Austin economy, particularly the construction industry?
5. What money does ACC attract to the Austin economy from outside Austin?

METHOD

The City of Austin Planning Department's Economic Base Technical Report (1973) was the source of income and employment multipliers applied to ACC's budget. The Planning Department's study, which developed an economic model for the Austin region, was part of a statewide Texas Input-Out Project. The study provides data on 51 individual economic sectors and supplies sector multipliers that can measure a sector's ability to generate income or employment throughout the total economy. The "college and university" sector multipliers were used for this study of ACC.

Question 1: The total income effect of ACC on the Austin SMSA economy in any one year is the product of the college and university income multiplier (1.14166113) and ACC's total annual expenditures.

Question 2: Employment effects are calculated in a similar manner, except that the employment multiplier is per $1000 of ACC expenditures. Thus, the total number of jobs generated by ACC is the product of the employment multiplier for colleges and universities (0.21234540) and $\frac{\text{ACC expenditures}}{1000}$.

Question 3: The economic effect of the proposed district Maintenance and Operations tax (4¢ per $100 property valuation) is calculated by using the employment and income multipliers on the revenue that is anticipated from that tax. Revenue estimates are from ACC's master plan.

Question 4: The economic effect of the proposed five-year construction program is calculated by using the multipliers for the construction sector from the "Direct, Indirect, and Induced Requirements Table" of the Economic Base Technical Report.

Question 5: Data on the money that ACC brings into the Austin economy from outside sources were gathered from the ACC Amended Budget for FY 1980, from ACC's Financial Aid Office, and from the Veterans Administration.

Comments

Economic impact analyses generally rely on income and employment multipliers. These multipliers are the result of measurements and estimates of the multiple impacts in employment and income of an additional dollar spent within a geographical area. In a fact sheet on The Community Income Multiplier,* the authors note, "Community growth occurs when new economic activity is generated which increases the income stream...Once a dollar generated by one of these activities enters the community's economy, it is respent several times by

*Donald D. Stebbins and Richard L. Floyd, The Community Income Multiplier, Fact Sheet, Texas Agricultural Extension Service, No. L-1705, March 1979.

different people. In economic terms, this respending process is referred to as the income multiplier effect and provides wages, salaries, and profits for local residents. An additional dollar spent ultimately may yield a multiple of two, three, or four dollars worth of transactions or income in the entire economy."

However, in the respending process some of the income "leaks" out of the community. The multiplier calculated by the Austin Planning Department has taken into account the major leakages in income from the Austin SMSA. According to the Fact Sheet, these leakages are: state and federal taxes, wages paid to nonresidents, goods and services purchased outside the community by local residents, and profits made by local outlets of outside firms.

The employment multiplier is based on the assumption that, in addition to the people directly employed by an economic sector, employment is generated indirectly through subcontracts and purchases in the local economy and through the increased consumption by those directly and indirectly employed by that economic sector.

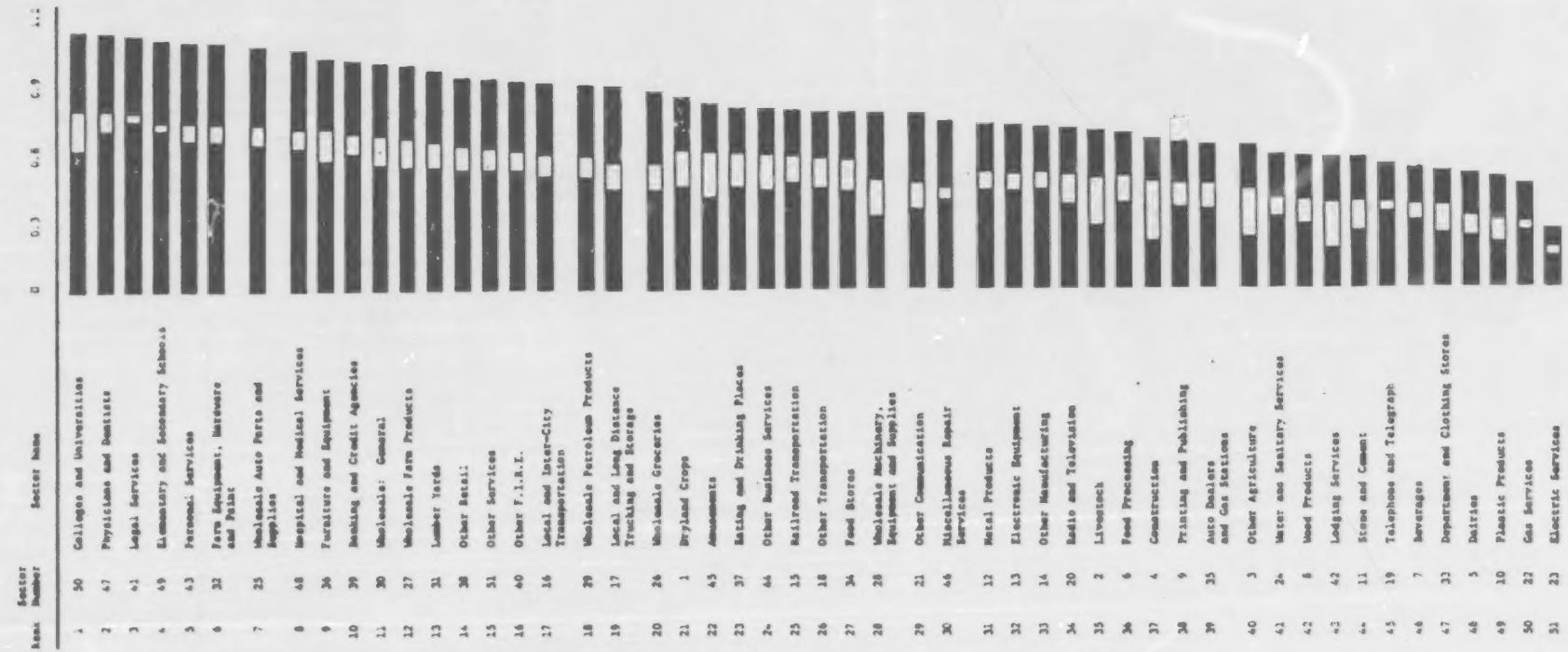
Colleges and universities are labor-intensive. The majority of the annual budget is devoted to labor costs--to salaries which are spent and respent in the Austin economy. Thus, an additional dollar spent by a college in Austin has a far greater impact on the local economy than a dollar spent in the electric utility sector or in any other economic sector that has high capital expenditures and low labor costs.

In fact, of the 51 economic sectors studied in the Economic Base Technical Report, colleges and universities have a greater impact on income in the Austin economy per dollar spent than any other sector. To quote from the Report, "In terms of income, total effects are greatest in

the service and trade sectors, with educational and medical services particularly important income sources. Employment effects seem to be strongest in the service and trade sectors also. Educational and medical services are again ranked highly." (See Table 6-8 and 6-9 reproduced from the Economic Base Technical Report.)

At some future time, a more thorough economic impact study could be conducted using the models designed by John Caffrey and Herbert H. Issacs for the American Council on Education. These models are in the pamphlet, Estimating the Impact of a College or University on the Local Economy, 1971.

Ranking of Austin Area Employer Groups Showing the Relative Income Effects of Increased Economic Activity*



Rank	Sector Number	Sector Name
1	50	Colleges and Universities
2	47	Physicians and Dentists
3	42	Legal Services
4	49	Elementary and Secondary Schools
5	43	Personal Services
6	32	Farm Equipment, Hardware and Paint
7	25	Wholesale Auto Parts and Supplies
8	48	Hospital and Medical Services
9	36	Furniture and Equipment
10	39	Banking and Credit Agencies
11	30	Wholesale: General
12	27	Wholesale Farm Products
13	31	Lumber Yards
14	38	Other Retail
15	51	Other Services
16	40	Other F.I.R.E.
17	16	Local and Inter-City Transportation
18	29	Wholesale Petroleum Products
19	17	Local and Long Distance Trucking and Storage
20	26	Wholesale Groceries
21	1	Dryland Crops
22	45	Amusements
23	37	Eating and Drinking Places
24	44	Other Business Services
25	15	Railroad Transportation
26	18	Other Transportation
27	34	Food Stores
28	28	Wholesale Machinery, Equipment and Supplies
29	21	Other Communication
30	46	Miscellaneous Repair Services
31	12	Metal Products
32	13	Electronic Equipment
33	14	Other Manufacturing
34	20	Radio and Television
35	2	Livestock
36	6	Food Processing
37	4	Construction
38	9	Printing and Publishing
39	35	Auto Dealers and Gas Stations
40	3	Other Agriculture
41	24	Water and Sanitary Services
42	8	Wood Products
43	42	Lodging Services
44	11	Stone and Cement
45	19	Telephone and Telegraph
46	7	Beverages
47	33	Department and Clothing Stores
48	5	Dairies
49	10	Plastic Products
50	22	Gas Services
51	23	Electric Services

86

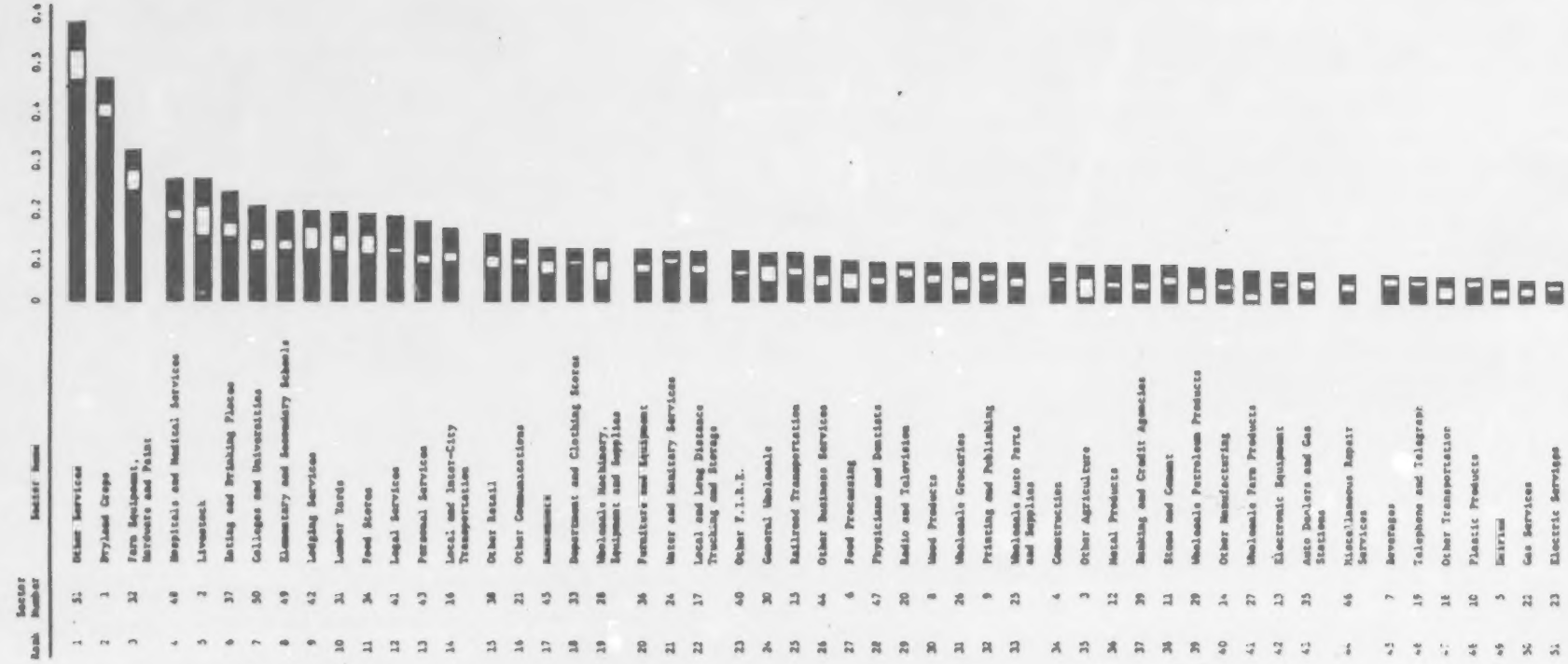
87

Table 6-8: Ranking of Direct, Indirect and Induced Changes in Income per Dollar Change in Final Demand

* Title added

SOURCE: City of Austin Planning Department, Economic Base Technical Report

Ranking of Austin Area Employer Groups Showing the Relative Employment Effects of Increased Economic Activity*



Rank	Sector Number	Sector Name
1	51	Other Services
2	1	Dryland Crops
3	32	Farm Equipment, Structure and Paint
4	48	Hospitals and Medical Services
5	2	Livestock
6	37	Eating and Drinking Places
7	50	Colleges and Universities
8	49	Elementary and Secondary Schools
9	42	Lodging Services
10	31	Lumber Yards
11	34	Food Stores
12	41	Legal Services
13	43	Personal Services
14	16	Local and Inter-City Transportation
15	38	Other Retail
16	21	Other Communications
17	45	Amusements
18	33	Department and Clothing Stores
19	28	Wholesale Machinery, Equipment and Supplies
20	36	Furniture and Equipment
21	24	Water and Sanitary Services
22	17	Local and Long Distance Trucking and Storage
23	40	Other F.I.R.E.
24	30	General Wholesale
25	15	Railroad Transportation
26	44	Other Business Services
27	6	Food Processing
28	47	Physicians and Dentists
29	20	Radio and Television
30	8	Wood Products
31	26	Wholesale Groceries
32	9	Printing and Publishing
33	25	Wholesale Auto Parts and Supplies
34	4	Construction
35	3	Other Agriculture
36	12	Metal Products
37	39	Banking and Credit Agencies
38	11	Stone and Cement
39	29	Wholesale Petroleum Products
40	14	Other Manufacturing
41	27	Wholesale Farm Products
42	13	Electronic Equipment
43	35	Auto Dealers and Gas Stations
44	46	Miscellaneous Repair Services
45	7	Beverages
46	19	Telephone and Telegraph
47	18	Other Transportation
48	10	Plastic Products
49	5	Retail
50	22	Gas Services
51	23	Electric Services

Table 6-9: Ranking of Direct, Indirect and Induced Changes in Employment per 1,000 Dollars Change in Final Demand

*Title added

SOURCE: City of Austin Planning Department, Economic Base Technical Report

INCOME AND EMPLOYMENT IMPACT OF
ACC ON THE AUSTIN SMSA ECONOMY

	Audited expenditures (includes grant)	Direct-Indirect & Induced Income per dollar	Changes in Employment Per $1000 of final demand	Actual Employment Fall
FY 1974	$ 2,097,792.	$ 2,394,967	445	166
FY 1975	4,954,598.	5,656,471	1051	346
FY 1976	5,594,354.	6,386,856	1187	incomplete
FY 1977	6,941,493.	7,924,832	1473	479
FY 1978	9,342,449.	10,665,910	1983	616
FY 1979	11,369,510.	12,980,127	2414	722
FY 1980	11,803,165.* (est)	13,475,214(est)	2506	835
	$46,509,007.	$59,484,377.		

* Does not include grants

INCOME AND EMPLOYMENT
IMPACTS OF ACC'S PROJECTED BUDGETS
(INCLUDING THE DISTRICT M&O TAX)

	Total Estimated Expenditures	Impact on economy	Jobs
1981-82	$ 15,893,498	$ 18,144,988	3374
1982-83	17,973,336	20,519,458	3816
1983-84	20,321,486	23,200,250	4315
1984-85	22,675,655	25,887,913	4814
1985-86	24,490,579	27,959,941	5200
1986-87	26,705,199	30,488,286	5670
1987-88	31,205,447	35,626,044	6626
1988-89	32,427,685	37,021,426	6885
1989-90	33,853,075	38,648,738	7188
1990-91	35,586,856	40,628,129	7556

ECONOMIC IMPACT FROM
THE 4¢ M&O TAX ONLY

	Revenue $.04 (M&O) Tax	Income Impact on Austin's Economy of M&O Tax	Additional jobs per $1000 of the M&O Tax
1981-82	$ 2,079,840	$ 2,374,472	441
1982-83	2,204,630	2,516,940	468
1983-84	2,336,908	2,667,956	496
1984-85	2,477,122	2,828,033	525
1985-86	2,625,750	2,997,716	557
1986-87	2,783,295	3,177,579	590
1987-88	2,950,292	3,368,233	626
1988-89	3,127,310	3,570,328	664
1989-90	3,314,948	3,784,547	703
1990-91	3,513,832	4,011,605	746

ECONOMIC IMPACT OF ACC BUILDING PROGRAM

IN THE NEXT FIVE YEARS

ACC BUILDING AND RENOVATION	$48.8 MILLION
IMPACT ON THE AUSTIN CONSTRUCTION INDUSTRY	$63.4 MILLION

SOURCE: Total Output Multiplier: City of Austin Planning Department, Economic Base Technical Report.

AUSTIN COMMUNITY COLLEGE BRINGS

OUTSIDE MONEY TO AUSTIN

1979-80

SCHOLARSHIPS	($ 381,000)	$ .4 million
GRANTS TO ACC	(1,890,616)	1.9 million
PAYMENTS TO VETERANS ATTENDING ACC	(4,200,000)	4.2 million
STATE SUPPORT TO ACC	(8,281,520)	8.2 million
		$14.7 million

THE ATTITUDES OF PRESIDENTS AND CHIEF ACADEMIC OFFICERS TOWARD FACULTY AND COLLECTIVE BARGAINING IN TEXAS' COMMUNITY AND JUNIOR COLLEGES

by

Joseph C. Birmingham

Birmingham, Joseph C., The Attitudes of Presidents and Chief Academic Officers Toward Faculty Collective Bargaining in Texas' Community and Junior Colleges. Doctor of Education (Higher Education Administration), August, 1978, 122 pp., 6 tables, bibliography, 45 titles.

The problem of this study was to collect, analyze, and interpret the attitudes of administrators in Texas' community and junior colleges with respect to faculty collective bargaining. The purposes of the study were (1) to assess the attitudes of administrators in higher education institutions in Texas toward faculty collective bargaining, and (2) to determine if a relationship exists between attitudes of administrators toward faculty collective bargaining and seventeen independent variables.

The instrument utilized in this study was composed of two parts. Part I included personal and institutional data. Part II was the Collective Negotiations Instrument, a Likert-type design to assess attitudes toward faculty collective bargaining.

The population for this study was all presidents, chancellors, and chief academic officers in Texas' public and private community and junior colleges accredited by the Southern Association of Colleges and Schools. One hundred

twenty-two subjects were sent questionnaires. Eighty-seven returned questionnaires were utilized for analysis.

The data were analyzed through the statistical procedure of multiple linear regression. Multiple regression was a method of analyzing the collective and separate contributions of seventeen independent variables to the variation of a dependent variable, the scores on the Collective Negotiations Instrument. Eighteen models were tested to determine if any independent variable was a statistically significant predictor of attitudes toward faculty collective bargaining. After the data were analyzed, none of the seventeen variables were found to make a statistically significant unique contribution to the prediction of the total score on the Collective Negotiations Instrument.

The conclusions to the study were (1) the attitudes of administrators toward faculty collective bargaining indicated that this process was not facilitative of the goals and objectives of higher education; (2) although a hypothesis was not constructed to analyze faculty characteristics, the data indicated that the attitudes of administrators regarding the characteristics of faculty participating in collective bargaining varied from individual to individual in an inconsistent pattern; and (3) the attitudes of administrators toward faculty collective bargaining, as measured by the seventeen independent variables, could not be predicted.

The following recommendations were offered to suggest action that should be taken regarding faculty collective bargaining in Texas, and to assist with future research in this area. Administrators in Texas should begin to educate themselves about the intricacies and procedures of faculty collective bargaining. This training should at a minimum include such topics as the history and philosophy of collective bargaining in higher education, the legal aspects of collective bargaining, how unions are organized and recognized, contract negotiation and contract administration. Also, the training should include proactive procedures and methods which would minimize the need for faculty collective bargaining. Strikes are a part of the faculty collective bargaining process in higher education, and when this fact is considered with the attitudes found in this study toward strikes, administrators in Texas' community and junior colleges should begin to educate themselves specifically about the nature of faculty strikes, their origin, and their prevention. Further, experimental studies should be conducted to determine if administrators' attitudes toward collective bargaining change after receiving some type of educational treatment in pre- and post-test situations. Also, the entire management team in Texas' community and junior colleges should acquire factual data descriptive of faculty members who are involved in collective bargaining in unionized institutions.

Major Advisors:
Dr. Dane Boland
Dr. Bob Miller
North Texas State University

AN ANALYSIS OF THE PROBLEMS OF FRESHMEN STUDENTS ENROLLED IN A TEXAS COMMUNITY COLLEGE AS REFLECTED BY THE MOONEY PROBLEM CHECK LIST

Rode, Joe W., Ph.D.
North Texas State University, 1981, Dept. of Education

Chairman: Dr. Bob M. Miller

The purpose of this study was to identify the major problem areas of freshmen community college students and to determine if significant differences in problems of freshmen students existed as a variable of age, sex or marital status. The population consisted of 674 community college students enrolled in an Orientation To College program during the fall or spring semester of 1976, 1977, 1978 or 1979. Each student was administered the Mooney Problem Check List (MPCL), College Form (1950) during the first week of enrollment at the community college.

The data were analyzed in order to determine if a significant difference existed in the problem areas reported by students according to a Friedman Two-way Analysis of Variance by Ranks. A Significant difference produced by the Friedman ANOVA indicated a need to apply a Wilcoxon Matched-pairs Signed Ranks Test in order to determine which problem areas differed significantly from one another. A Mann Whitney U Test was employed to statistically compare the problem areas of male students and female students as well as married students and single students. A Kruskal-Wallis one-way analysis of variance by ranks for k independent samples was employed to test differences in the responses of four student age groups: 18 and under, 19 and 20, 20 through 29 and 30 years of age and over.

The results indicated that there was a significant difference in the problem areas of the MPCL as selected by students participating in this study. Most noticeably, students selected Adjustment To College Work, Personal and Psychological Relations and Social Recreational Activities as problem areas of most concern to them. Female students also reported significantly more problems than male students in the areas of Health and Physical Development, Social-Psychological Relations and Personal-Psychological Relations. Significant differences were also found to exist according to age in the problem areas of Finances, Living Conditions and Employment, Social and Recreational Activities and Social-Psychological Relations. Likewise, single students reported significantly more problems than married students in the areas of Finances, Living Conditions and Employment, Social-Recreational Activities and Social-Psychological Relations.

Findings of this study support further use of the MPCL with community college students of the late 1970's. The success of this instrument in reflecting the problems of specific groups points toward its usefulness in helping college personnel understand the expressed problems of their student body. It also provides significant data on those target groups for whom specific programs could be developed in order to meet their expressed needs.

Major advisor
Dr Bob M. Miller
North Texas State University

A STUDY OF THE EFFECTS OF A MEDIATED PROGRAM OF INSTRUCTION IN HELICOPTER PILOT TRAINING ON STUDENT PREFERENCES FOR TYPES OF LEARNING EXPERIENCES.

An essential element in the technological advancement of both industrialized and developing nations is the training of personnel to operate and maintain complex technological hardware. The problem of this research project was to compare two methods of instruction in helicopter pilot ground training in terms of time required for instruction, cost of training and support services, and customer satisfaction upon completions of training.

Purposes of the study, the evaluation of a specialized program of instruction taught on videotape thr ough comparison with conventional instruction through the lecture-demonstration method, and the evaluation of a system of scheduling training utilizing the mediated instruction approach. The expected significance of the study was related to potentional savings in man-hours and attendant costs in training operations, through the use of videotaped modules of instruction.

Research hypotheses for the study were directed toward significant differences on the .05 level using a two by two anova. The sample for the study was selected from commercial helicopter pilots whose native language was English. A table of random numbers was used to select a sample of 50 individuals from a population of 150 pilots catering training at the Bell Helicopter Customer Training School during the months of December 1980 and January and February of 1981.

All students were administered an entrance survey (pretest) to ensure equivalence of study groups. Items on the entrance survey were validated through use of a panel of helicopter flight ground school instructors at Bell Helicopter Textron and post-secondary institutions having similar instructional programs. Upon completion of the course, all students were asked to complete an evaluation, opinionaire relating to satisfaction with selected aspects of the instructional program.

No significant difference was found for methods of instruction on the variables of student grade achievement and customer satisfaction with instructional method. Significant differences in favor of the program using videotaped instruction were found for instructor man-hours required and cost of instruction per student.

Conclusions: Use of systems of instruction which employ state-of-the-art instructional media may offer effective means for reducing or stabilizing instructional costs. If presented as a systematic approach to instructional delivery, integrated systems including instructional technology and human instructors may be effective aids to adult learning. Further research on the impact of instructional technology on adult learning styles or preferences is warranted.

Major Advisor
Dr. Bob Kelly
North Texas State University
Robert W. Hotes

Parker, David V., A Study of Perceptions of Leadership Behavior Held by Deans and Directors of Student Development/ Student Personnel Services in Texas Community Junior Colleges. Doctor of Education (Higher Education), May, 1979, 194 pp., 20 tables, bibliography, 87 titles.

The problem of this study was to determine the nature of the perceptions of leadership behavior held by deans and directors of student development/student personnel services in Texas community/junior colleges. The directors were further identified as directors of counseling and guidance, student activities, admissions and records, financial aid, job placement, and health services. Deans and directors from all Texas community/junior colleges constituted the population for this group and were selected from college catalogs and a professional directory.

The purposes of this investigation were to identify the leadership behaviors commonly associated with the field of student development/student personnel services and to compare the deans' and directors' perceptions of the importance of the leadership behaviors as identified. Other purposes were to compare the perceptions of deans and directors with those of authorities in the field, and to determine the nature of the relationships of perceptions of leadership behavior within and among the deans and directors.

Major Advisors Dr. Joe Dameron
Dr. Bob W. Miller
North Texas State University

The first chapter of the study included the introduction, statement of the problem, purposes of the study, exploratory questions, background and significance, definition of terms, limitations, delimitations, and basic assumptions. The second chapter consisted of a review of books, articles, reports, and other studies pertaining to definitions, theories, and types of leadership behavior in general and to writings on leadership in student development/student personnel services in particular. The third chapter included a description of the population and the survey instrument as well as a description of the methods for collecting the data and procedures for statistical treatment of the data. The fourth chapter reported findings of the research. The fifth chapter presented a summary of the study and the findings, and provided conclusions and recommendations pertaining to the perceptions of leadership behavior held by deans and directors of student development/student personnel services.

A survey instrument was developed by the investigator and submitted to jurors who determined its appropriateness for inclusion in this study. The survey instrument was mailed to 278 deans and directors in 57 public community/junior colleges in Texas. A total of 195 surveys were returned, representing 70 per cent of the population surveyed.

Ranking and correlation techniques were used in the statistical analysis of data. Results indicated that leadership behaviors exist which are common to the field of student

development/student personnel services, and that jurors generally agreed with deans and directors on those leadership behaviors which they perceived to be the most and least important to leadership. In addition, deans and directors agreed on those behaviors which they perceived to be the most and least important to leadership in their position and area of responsibility. Data revealed that deans and directors placed a high priority on collaborative-interactive type behaviors and a low priority on administrative-related behaviors.

Recommendations were included which suggest that additional studies should be initiated to further explore the nature of leadership behavior of deans and directors in student development/student personnel services. Future studies should include other individuals in this field who are functioning in a decision-making role. The leadership behaviors contained in this study should be utilized as a tool for personnel evaluation and professional development activities. In addition, the results of this study should be shared with institutions preparing future leaders in student development/student personnel services and made available to the appropriate individuals in community/junior colleges.

Christian, Allen 1., Classified Staff Decision Making in Policy Determination, Administrative Practices, and Working Conditions in Texas Public Junior/Community Colleges. Doctor of Education (Higher Education Administration), August, 1980, 243 pp., 71 tables, bibliography, 45 titles. Dr. David T. Borland, Higher and Adult Education, North Texas State University.

The problem of this study was the status of classified staff decision making participation in policy determination, administrative practices, and working conditions in Texas public junior/community colleges as reported by their presidents and those persons, chief personnel officers, on each campus who have responsibility for classified staff employees. The purposes of the study were, in Texas junior/community colleges, (1) to describe the extent to which classified staff members are involved in decision making, (2) to describe the extent classified staff members should be involved in decision making, (3) to describe the current extent of the satisfaction of classified staff employees with respect to their participation in decision making, (4) to investigate the adequacy of classified staff communication with administration, (5) to investigate the current concern toward staff employee welfare, (6) to investigate the classified staff employees' preferences as to which individual should represent them on a college governing board, (7) to investigate the trend of future classified staff participation in decision making, and (8) to investigate the possibility of classified staff employees being represented by a type of labor union.

Many of the hypotheses were confirmed. The classified staffs do not participate currently in policy determination and administrative practices; however, they would prefer to be included. The classified staff employees participate currently in the determination of working conditions; however, they would prefer to be involved more. Classified staff employees are dissatisfied currently with their inclusion in decision making.

The conclusions to the study, with respect to Texas public junior/community colleges, were (1) the classified staff employees may not be aware of the total college goals, (2) classified staff employees may have little motivation to perform their jobs effectively, (3) future turnover rates among classified staff employees could increase, (4) the classified staff employees' input appears to have a low priority in the area of decision making, (5) classified staff employees may be seeking jobs with open participation in decision making, and (6) the exclusion of classified staff employees from participation in decisions could lead to formal bargaining in the future.

The following recommendations were offered to suggest action that should be taken regarding classified staff participation in decision making. Administrators in Texas junior/community colleges must become attuned to their employees' aspirations by becoming more knowledgeable in the areas of employee relationships, communications, and decision making processes because a majority of the classified staff employees are unsatisfied with their current inclusion in decision making. Parallel studies, using Texas junior/community college classified staff employees as the population, should be performed and the results compared with the findings of this study.

Branch, Elizabeth, A study of Self-preceived Leadership Styles of Female Administrators Compared to Those of Their Superordinates of Five Major Texas Junior/Community College Districts. Doctor of Education (Higher Education), May, 1979, 169 pp., 11 tables, 17 illustrations, bibliography, 68 titles. (Dr. Bob Miller, Advisor, NTSU, Denton, Texas.)

The problem of this study was a comparison of female administrators' self-perceived leadership styles to those of their superordinates' perceptions in five major junior/community college districts in Texas. The population included 59 female administrators submitting biographical information with 53 of the 59 submitting information on their leadership styles. The leadership data were paired with 53 superordinates for comparison of the perceptions of each group.

Three instruments were used to gather data; (1) Biographical instrument, (2) Leadership Effective Adaptability Description-Self, and (3) Leadership Effective Adaptability Description-Other. The LEAD-Self instrument was administered to the female administrators and LEAD-Other instrument was administered to their superordinates. A comparison of these scores was made. The biographical questionnaire was administered to the female administrators only.

The findings indicate the typical female administrator was (1) between the ages of 31 and 40, (2) she was married, and (3) she had from one to three elementary school age children between the ages of six and thirteen. The administrator was most often white and was a middle level manager who felt that her demonstrated leadership ability had obtained her the present position. Several reported problems that they attributed to their "femaleness."

A significant difference was shown when comparing the female administrators' perceptions of their leadership styles and to their superordinates' perceptions of the female administrators' leadership styles and adaptability. No significant difference was shown among the pairs when comparisons of style ranges were made.

In conclusion, both groups agreed on the leadership style exhibited most often by female administrators as being high relationship-low task. Even though, the female administrators exhibited this dominant style, the majority of the women and their superiors agreed they could span the other styles in an effective manner.

The recommendations are that (1) assertiveness training workshops be included in the curriculum for future administrators, (2) female administrators participate in supervised on-the-job experience of other female administrators, and (3) further study be conducted to determine if leadership styles of females employed are more or less similar to their superordinates.

Dr Bob W Miller
Major Advisor
North Texas State University

DISSERTATION TITLES

Some Job Context and Demographic Variables and Faculty Assessment of the Future of Academic Organizations.

Power and Decision Processes in a University.

Sex Differences in Cognitive Styles and Mathematics Achievement.

A Comparative Analysis of the Leader Behavior of Texas Black American Administrators in Higher Education.

A Study of the Relationship of Lay Advisory Committee usage and Measures of Technical Occupational Community College Districts.

New Sturcture for Basic Education in Venezuela.

The Duties of Community College Administrators in Texas as Determined by the Time Spent and Task Difficulty Variables of the CODAP Method of Job Analysis.

Student Development Education: Utilization Levels and Organizational Impact in Selected Two and Four Year American Colleges

Development of Factors Affecting Enrollment in Minnesota Public Community Colleges and the Interrelation of those Factors to Enrollment Trends.

Library Services to Texas Community College Developmental Students

A Study of the Relationship Between Support Services and the Retention of Mexican-American and Anglo Adult Students in Three Texas Community Colleges

Interest Group Responses to Student-Initiated Pressures for Change: An Application of the Baldridge Political Model to University Policy Formulation Processes

Locus of Control as a Predictor of Academic Achievement Among Non-traditional Students in a Community College

Appeals to the State Commissioner of Education: A Study of Administrative Adjudication

Dr. Donald T. Rippey
Chairman, Department of Educational Administration
The University of Texas at Austin

APPENDIX

RESEARCH COMMITTEE REPORT

A status report was sent to each member of the Research Committee on October 6, 1980. (Exhibit A) The purpose of the report was to clarify the role of the committee and to solicit support and advise of committee members in conducting activities throughout the year.

A research survey was included with this report; however, responses to the survey were minimal.

Several institutional studies and some dissertation abstracts were received from committee members in response to the status report.

A meeting of the Research Committee was held on March 6, 1981. (Exhibit B) The committee requested that a research report be printed this year using all materials that were received by April 15, 1981. The committee suggested that a state-wide survey be conducted to determine the level of interest in various research topics. This survey was distributed to the membership of the association on April 30, 1981. (Exhibit C)

TAJCCIA 1981 RESEARCH SURVEY

Thirty research topics were selected for Part "A" of the survey instrument. These questions were drawn from several sources. Some were extracted from the list of research topics submitted by the membership in 1977. Dr. Dewey Davis provided the committee with this list. Additional topics were taken from a California research study which was directed by Dr. Basil H. Peterson, and some topics were provided by members of the committee.

Ninety-five survey questionnaires were mailed to members of TAJCCIA. Fifty-six questionnaires were returned for a return rate of 59 per cent.

Respondants were asked to indicate their perception of the need for additional research for each of the thirty topics by selecting one choice from the following scale:

A = Not at all
B = Hardly at all
C = A little bit
D = More than a little bit
E = To a great extent

MEMORANDUM

October 6, 1980

TO: Membership of the T.A.J.C.C.I.A. Research Committee

FROM: Noel H. McCoy, Chairperson
Research Committee

SUBJECT: Status Report

I need your support!

Now that we have the fall semester well under way, it is time for us to establish a more specific plan for the Research Committee for this year. At the June meeting in San Marcos, I announced that a research report was not anticipated due to the lack of material received as of the summer meeting. However, I indicated my willingness to assemble an Annual Report if sufficient materials were received by the middle of July. The only report that I received was the Faculty Status study completed by Dr. Tunnell. Since this report was presented to the membership at the February meeting, it was decided that we would not publish a report for the year 1979-80.

Several reasons have been offered in an effort to explain the paucity of material received by the Research Committee last year. Certainly, there was a change in the chairperson late in the year; but, this alone should not have been cause for inactivity. One colleague suggested that "in-house" research had markedly improved throughout the State, and that there was less reliance on university research. Probably, "in-house" research has improved in the past few years, although the Research Committee was not blessed with a single report last year. Possibly, the enrollment in graduate courses has decreased lately; but, I feel that there is a keen interest State-wide in the research conducted by graduate students and university professors.

This committee was founded in 1970 through the encouragement of Dr. James Reynolds of The University of Texas at Austin. Membership in this committee has been totally voluntary and has been composed of junior/community college instructional administrations and university professors who conduct or supervise research related to junior/community college instruction.

The primary purpose of this committee has been to coordinate research needs with those best suited to conduct the research. The Annual Report of the Research Committee has provided the vehicle for sharing research activities with the total membership. University professors have been known to duplicate and widely distribute the committee's list of research topics. This lets others know what issues we think are important. Reports contained in the Annual Report also provide an excellent means of introducing graduate students to prospective employers. And, I can't think of a better reason for graduate student participation.

With the exception of those items in Dr. Tunnel's report, the status of the research topics and activities suggested last year is unknown. I am attaching a revised listing of research topics recommended by the Research Committee last year. (See attachment #1) If you are involved in research related to any of these areas, please let me know. I would also like for you to identify at least two additional topics which you feel merit additional research. (See attachment #2)

This information will be compiled and forwarded to all committee members prior to the end of the fall semester. May I have your comments within the next three to four weeks, please.

University professors and graduate students are encouraged to submit their research reports to the Committee for possible publication. It is my understanding that in previous years the Research Committee received more reports and abstracts than it was able to include in the Annual Report. A sub-committee of the Research Committee will be responsible for reviewing and selecting reports to be included in the Annual Report. I hope the only major factor influencing the size of the Annual Report this year is the availability of funds for the publication.

The Research Committee should consider the following three types of publications; (1) Full Report, (2) Abstract, and (3) Bibliographic listing. To facilitate the publications of the Annual Report, it is recommended that reports be submitted in the format adopted by the Research Committee on February 16, 1978. (See attachment #3)

When applicable, all reports and abstracts should contain the name of the author's supervising professor, department and institution. At least, the name of the College or University should be listed.

I plan to call a meeting of this committee in conjunction with the T.J.C.T.A. spring meeting in Houston. At this meeting we need to establish a sub-committee which will be responsible for reviewing and selecting reports for publication.

All reports should be sent to me by April 15, 1981.

Let's make this a successful year for the Research Committee. Thanks for your assistance.

NHM/pc

Attachments

TAJCCIA RESEARCH COMMITTEE

ANALYSIS OF COMPILATION OF
SUGGESTED RESEARCH ACTIVITIES, REVISED
FOR 1979-80

Category: General Administration

1. Stress Factors and Solutions for Administration
2. Effective Time Management
3. Change Strategies - Effective Decision-Making
4. Analysis and Comparison of Administrative Tasks and Functions of Academic Administration in Junior and Senior Colleges and Universities
5. Status of Non-Traditional Semester Schedules (4-day week, mini-semester, etc.)
6. Status of Transfer of Technical-Occupational Courses, Including Cooperative Education Courses, to Senior Colleges and Universities
7. Independent Analysis (From CB and LBB) of Actual Program Contact Hour Costs
8. Analysis of How Instructional Resources are Allocated

Category: Legal Issues

1. Legal Parameters of the Academic Administrator
2. Collective Bargaining and Management Rights
3. Study of Attitude of Employee Groups in Community College Districts Toward Employee Unions
4. Status of Current Audit Procedures and Compliance Regulations
5. Role Definition in Decision-Making at Different Levels, i.e. Department Chairperson, Dean, President
6. Techniques for Shared Decision-Making
7. Relationship Between Individual Institutions and State Level Coordinating Board
8. Status of Modes and Extent of Faculty Governance

Category: Faculty

1. Development of More Efficient Ways to Use Faculty Time in Terms of (Cost of) Instruction
2. Supervision of Part-time Faculty
   Identification of Successful Models

Category: Instructional Leadership

1. Application of Learning Principals to Adult Learning
2. Identification of Effective Instructional Models for Widely Divergent Students in Same Class
3. Retention Studies and Effective Ways to Deal with Withdrawal (Drop-out) Rate

Category: Staff Development and Evaluation

1. Survey of Programs (Faculty and Administration) and Development of Model for Administrators
2. Definitions of Staff Development Activities for Different Types and Experience Levels
3. Identification of Successful Faculty Evaluation Models

Category: Curriculum

1. Identification of a Common Block of Subject Matter Applicable to All Curricula Offered by Rural Community Colleges to Students Planning to Live in Rural Areas
2. Instructional TV and Its Impact on Credit Enrollment
3. Continuing Education and Its Impact on Credit Enrollment
4. The Placement of Questions in Prose Material (Statistical) Study Dealing with Curriculum Contact)
5. Cognitive Instruction Analysis: Verbal Interaction in the Classroom (Statistical Study to Determine Amount of Change Through In-Service Efforts)
6. Learning for Mastery
   Status of Flexible Entry Programs
7. Serving the Gifted: Status of Texas Community College Honor Programs
8. Assistance to the Handicapped: Programs and Practices in Texas Community Colleges
9. Instructional Program Outcome Analysis (Analysis of Three (3) Year Trend Data From Tex-Sis)
10. Analysis of Salary Information, Job Related Success and Job Availability of Graduates of Texas Technical and Community College Programs (Analysis of Data Base from Tex-Sis)
11. Survey of Human Growth and Development Programs at the Community College Level
12. General Education in Texas Community College: What's Happening? (Biomedical Programs)
13. Credentialing Extra-Institutional Learning
14. Lifelong Learning: What's Different About It?
15. Comparison of Results from Non-Traditional Instruction with Traditional Approaches
16. Basic Academic Skills Development Utilizing Computer-Assisted or Computer-Managed Instruction and Its Impact on Student Retention (Including Scope and Cost Analysis)

Category: Student Affairs

1. Status of Student Activity Programs in Texas Community Colleges
2. Compilation of Effective Means of Advising, Testing and Guiding Freshman Students
3. Analysis of Problems and Suggested Solution to Mandated Follow-Up Activities of Ex-Students

6.

Category: Late Topics

1. Costs of Remedial/Development/Compensatory Education Provision of Access and of Assistance for Handicapped (Various Handicapped)
2. Demographic Trends and their Projected Impacts on Junior/ Community Colleges: Numbers, Composition, Mobility, etc.
3. Programs for Undocumented Aliens
4. Effectiveness of Education for Foreign Students
5. How Can Public Relations Help a Community College Meet Some of Its Needs?

TO: Noel H. McCoy, Chairperson
Research Committee
Galveston College
4015 Avenue Q
Galveston, Texas 77550

SUBJECT: RESEARCH SURVEY

I. Describe current instructional activities being conducted at your college or university. (Include additional sheet when necessary)

_____

_____

_____

_____

II. Will a full report or an abstract of these research activities be submitted to the Research Committee prior to the end of the 1981 spring semester?

_____

_____

III. Please list at least two additional research topics which merit investigation?

1. _____
2. _____
3. _____

IV. Additional Comments:

_____

_____

_____

_____

_____

_____

_____ _____
Name College or University

GUIDELINES FOR REPORTS TO THE TJCCIA RESEARCH COMMITTEE

The Research Report will include a section of complete reports, a section of abstracts, and a standard bibliographical listing of all items submitted.

1. Complete reports
   a. Not to exceed 15 pages, single-spaced
   b. Include an abstract of the report, not to exceed one page single-spaced
   c. Information for a bibliographical entry
   d. Information on availability of copies

2. Abstract of lengthy reports
   a. One page or less single-spaced
   b. Information for a bibliographical entry
   c. Information on availability of copies

3. Technical standards for all items (if possible)
   a. Type--standard elite
   b. Spacing--single space with double space between paragraphs
   c. Margin--one inch, top, bottom, and both sides
   d. Paper--white, 16 or 20 lb. plain bond

MEMORANDUM

January 29, 1981

TO: TAJCCIA Research Committee

FROM: Noel H. McCoy
Chairman

SUBJECT: Committee Meeting

Since corresponding with you last October, I have not received any additional suggestions for research activities. One survey form was returned which identified a research activity that had been completed at a community college. Dr. Bob Miller sent six dissertation abstracts to me, and that is the sum of the activity for this committee.

In view of the lack of responses we have received during the last two years, I recommend that the Research Committee reassess the need for continuing this activity.

As you know, the Texas Junior College Teachers Association will meet at the Shamrock Hilton in Houston on March 5, 6, and 7. The TAJCCIA sectional meeting scheduled for Friday, March 6, 1981 will be held from 10:30 a.m. to 12:00 noon. At the conclusion of this program I would like to meet briefly with members of the Research Committee to formulate the future direction of this committee. I will look forward to meeting with you. An updated copy of the roster for this committee is attached.

NHM/pc

Attachment

M E M O R A N D U M

April 30, 1981

TO: TAJCCIA Membership

FROM: Noel H. McCoy, Chairperson
Research Committee

SUBJECT: Research Questionnaire

It has been several years since the membership has been asked to respond to a questionnaire regarding their research interests. I am enclosing a list of proposed problems and needs of Texas Community and Junior Colleges. Your perception of the need for additional research in these areas is requested.

Using a number two (2) pencil, please mark your responses on the Scan Tron Form 882 according to the following scale:

A = Not at all
B = Hardly at all
C = A little bit
D = More than a little bit
E = To a great extent

There may be other topics which you feel need to be researched. Please list your suggestions on PART B and return with the Scan Tron form to:

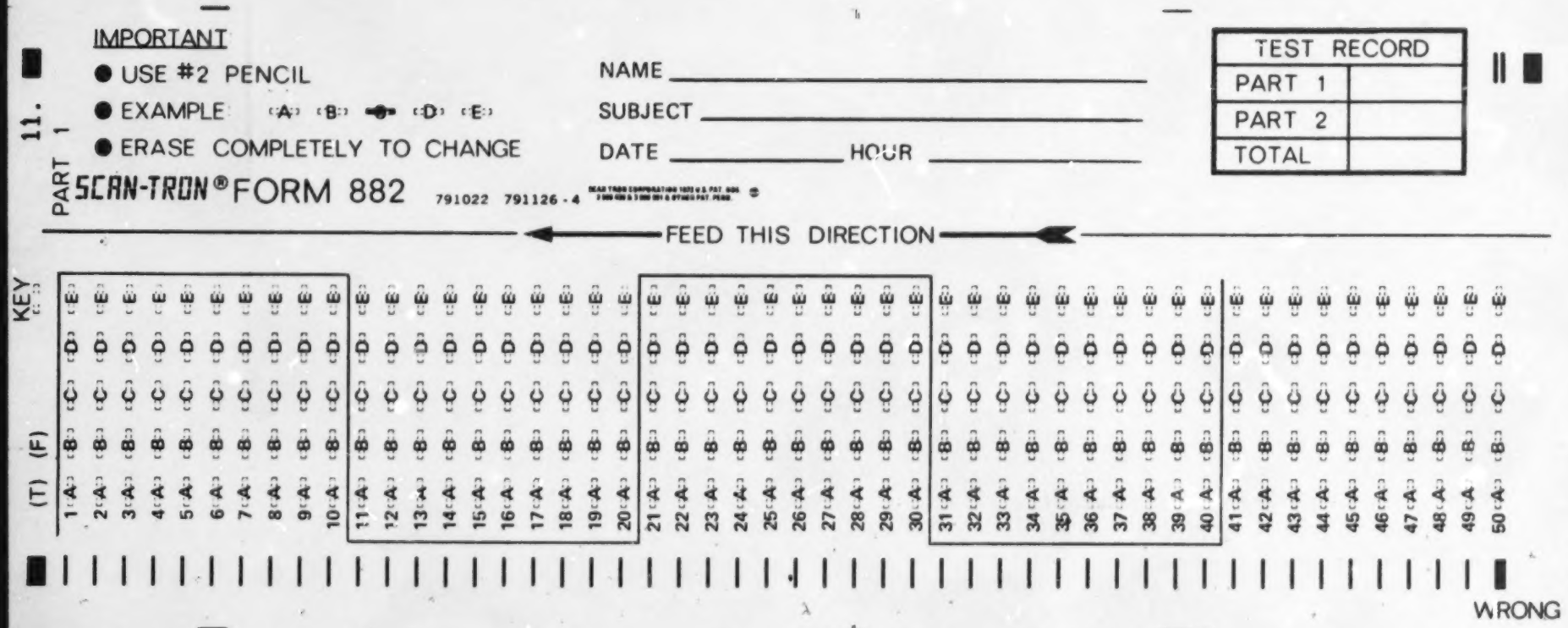
Dr. Noel H. McCoy
Vice President for Academic Programs
Galveston College
4015 Avenue Q
Galveston, Texas 77550

So that the survey information will be complete, may I request that all forms be returned for processing by MAY 22ND. I will present the results of the survey at our June meeting in Arlington.

Thank you for your cooperation.

NHM/pc

Attachments: 3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A = Not at all
B = Hardly at all
C = A little bit
D = More than a little bit
E = To a great extent

1981
TAICCIA
RESEARCH SURVEY

(PART "A")

PROPOSED RESEARCH TOPICS

1. An objective evaluation of class size to effectiveness of instruction.
2. Solving the problem(s) of articulation between two-year and four-year colleges.
3. Further evaluation of the role and value of remedial courses.
4. Development of an effective in-service staff program directed toward improvement of instruction.
5. Further study of methods used to reduce student withdrawal from college.
6. Development of procedures to measure good teaching. (Evaluation of instruction)
7. Development of a practical merit rating system.
8. Development of curriculum standards.
9. Development of a mini-course designed to assist instructors in the preparation and improvement of classroom tests. (Evaluation of student progress)
10. Is "grouping" or "tracking" an effective solution to serving needs of a diverse student population? What are the alternatives?
11. How to motivate students?
12. Evaluation of methods used to place students in developmental or remedial courses.
13. Development of effective course syllabi and daily lesson plans. (Course planning by objectives)
14. Development of an effective plan for "gifted" or superior students.
15. Development of an efficient system for development of class schedules.
16. Comparative study of the quality of instruction of part-time faculty compared to that of full-time instructors.
17. Development of a plan to stimulate faculty to a high level of performance.
18. Development of a defensible faculty work load formula. (Academic and Occupational faculty)
19. Evaluation of alternate instructional strategies in two year institutions.
20. Development of an effective orientation program for entering students. (Full-time and part-time students)

Page Two
Part "A" Cont'd

21. A study of current instructional techniques using computer terminals. (Computer assisted instruction, computer laboratories, etc.)

22. An evaluation of self-paced instruction in two-year instruction in two year institutions.

23. An evaluation of "continuous progress" instructional programs in two-year institutions.

24. Evaluation of scholastic standards-grading practices probation, dismissal, retention. Are they really effective in altering the student's goal and behavior?

25. Evaluation of attendance policies. Are they effective--in retention and in assisting the student in achieving academic success?

26. How effective are our counseling practices?

27. Development of an effective advising program.

28. Development of a data base designed to serve the needs for State and Federal reporting and for accrediting associations.

29. Identify the problems of the part-time student and the role of the college in meeting these particular needs.

30. Determine and evaluate student characteristics in predicting success in various areas of instruction.

1981
TAJCCIA
RESEARCH SURVEY

(PART "B")

PLEASE RETURN BY MAY 22, 1981

1. Do you believe TAJCCIA should continue involvement in promoting a program of research and development?

   CIRCLE: Yes No

2. If you answered yes to question #1 above, should TAJCCIA encourage other organizations and institutions to undertake research and development projects?

   CIRCLE: Yes No

3. If you answered yes to questions #2, what action should TAJCCIA take to encourage research activities?

   _____

   _____

   _____

   _____

4. Should TAJCCIA sponsor research projects as a regular activity of the Association?

   CIRCLE: Yes No

5. If you answered Yes to #4 above, how much money should the Association budget annually for these projects?

   CIRCLE: (a) $300 (b) $500 (c) $750 (d) $1,000

   (e) More (Specify) _____

List suggested research topics:

1. _____

2. _____

3. _____

4. _____

5. _____

The ten topics receiving the most responses for each choice on the scale are as follows:

CHOICE "A" = NOT AT ALL

RANK	TOPIC NUMBER	NUMBER OF RESPONSES	PER CENT OF RESPONSES
1	7	12	21.4
2	9	7	12.5
3	15	7	12.5
4	10	6	10.7
5	13	6	10.7
6	23	6	10.7
7	28	6	10.7
8	11	5	8.9
9	19	5	8.9
10	22, 25, 30	5	8.9

CHOICE "B" = HARDLY AT ALL

RANK	TOPIC NUMBER	NUMBER OF RESPONSES	PER CENT OF RESPONSES
1	1	16	28.6
2	10	13	23.2
3	14	13	23.2
4	19	13	23.2
5	22	13	23.2
6	13	11	19.6
7	21	11	19.6
8	23	11	19.6
9	7	10	17.9
10	3, 11	9	16.1

CHOICE "C" = A LITTLE BIT

RANK	TOPIC NUMBER	NUMBER OF RESPONSES	PER CENT OF RESPONSES
1	10	27	48.2
2	9	25	44.6
3	29	23	41.1
4	13	22	39.3
5	23	22	39.3
6	20	21	37.5
7	21	20	35.7
8	30	20	35.7
9	8	19	33.9
10	22	19	33.9

CHOICE "D" = MORE THAN A LITTLE BIT

RANK	TOPIC NUMBER	NUMBER OF RESPONSES	PER CENT OF RESPONSES
1	14	25	44.6
2	27	23	41.1
3	16	22	39.3
4	5	19	33.9
5	4	18	32.1
6	8	18	32.1
7	26	18	32.1
8	1	17	30.4
9	6	17	30.4
10	11, 12, 18, 25, 28	17	30.4

CHOICE "E" = TO A GREAT EXTENT

RANK	TOPIC NUMBER	NUMBER OF RESPONSES	PER CENT OF RESPONSES
1	2	25	44.6
2	6	25	44.6
3	5	21	37.5
4	18	21	37.5
5	4	19	33.9
6	24	19	33.9
7	17	18	32.1
8	12	17	30.4
9	16	16	28.6
10	25, 27	15	26.8

A frequency response table and a percentage of response table for all thirty topics may be found in Exhibits "D" and "E".

The purpose of Part "B" of the survey was intended to give the Research Committee an indication of the direction that the membership wanted research activities to take.

The results of Part "B" are as follows:

QUESTION #1 - Do you believe TAJCCIA should continue involvement in promoting a program of research and development?

Yes: 49 No: 1 Not sure: 2

QUESTION #2 - If you answered yes to question #1 above, should TAJCCIA encourage other organizations and institutions to undertake research and development projects?

Yes: 39 No: 10

GALVESTON COLLEGE QUESTIONNAIRE ANALYSIS PROGRAM

1981 TAJCCIA RESEARCH SURVEY

26-MAY-81

FREQUENCY TABLE

RESPONSE

QUESTION	A	B	C	D	E	OMIT	TOTALS
1	3	16	14	17	6	0	56
2	0	3	13	15	25	0	56
3	3	9	16	15	13	0	56
4	1	3	15	18	19	0	56
5	2	5	9	19	21	0	56
6	0	2	11	17	25	0	55
7	12	10	9	16	9	0	56
8	3	7	19	18	9	0	56
9	7	7	25	9	8	0	56
10	6	13	27	7	2	1	56
11	5	9	16	17	8	0	55
12	2	6	14	17	17	0	56
13	6	11	22	12	5	0	56
14	2	13	11	25	5	0	56
15	7	6	15	16	10	0	54
16	4	6	7	22	16	0	55
17	3	7	13	15	18	0	56
18	4	5	9	17	21	0	56
19	5	13	18	16	4	0	56
20	2	7	21	16	10	0	56
21	3	11	20	16	6	0	56
22	5	13	19	11	8	0	56
23	6	11	22	12	4	1	56
24	3	7	12	15	19	0	56
25	5	7	12	17	15	0	56
26	3	6	18	18	11	0	56
27	4	6	8	23	15	0	56
28	6	7	18	17	8	0	56
29	1	8	23	13	11	0	56
30	5	6	20	13	12	0	56

GALVESTON COLLEGE QUESTIONNAIRE ANALYSIS PROGRAM

1981 TAJCCIA RESEARCH SURVEY

26-MAY-81

PERCENTAGE TABLE

RESPONSE

QUESTION	A	B	C	D	E	OMIT
1	5.4%	28.6%	25.0%	30.4%	10.7%	0.0%
2	0.0%	5.4%	23.2%	26.8%	44.6%	0.0%
3	5.4%	16.1%	28.6%	26.8%	23.2%	0.0%
4	1.8%	5.4%	26.8%	32.1%	33.9%	0.0%
5	3.6%	8.9%	16.1%	33.9%	37.5%	0.0%
6	0.0%	3.6%	19.6%	30.4%	44.6%	0.0%
7	21.4%	17.9%	16.1%	28.6%	16.1%	0.0%
8	5.4%	12.5%	33.9%	32.1%	16.1%	0.0%
9	12.5%	12.5%	44.6%	16.1%	14.3%	0.0%
10	10.7%	23.2%	48.2%	12.5%	3.6%	1.8%
11	8.9%	16.1%	28.6%	30.4%	14.3%	0.0%
12	3.6%	10.7%	25.0%	30.4%	30.4%	0.0%
13	10.7%	19.6%	39.3%	21.4%	8.9%	0.0%
14	3.6%	23.2%	19.6%	44.6%	8.9%	0.0%
15	12.5%	10.7%	26.8%	28.6%	17.9%	0.0%
16	7.1%	10.7%	12.5%	39.3%	28.6%	0.0%
17	5.4%	12.5%	23.2%	26.8%	32.1%	0.0%
18	7.1%	8.9%	16.1%	30.4%	37.5%	0.0%
19	8.9%	23.2%	32.1%	28.6%	7.1%	0.0%
20	3.6%	12.5%	37.5%	28.6%	17.9%	0.0%
21	5.4%	19.6%	35.7%	28.6%	10.7%	0.0%
22	8.9%	23.2%	33.9%	19.6%	14.3%	0.0%
23	10.7%	19.6%	39.3%	21.4%	7.1%	1.8%
24	5.4%	12.5%	21.4%	26.8%	33.9%	0.0%
25	8.9%	12.5%	21.4%	30.4%	26.8%	0.0%
26	5.4%	10.7%	32.1%	32.1%	19.6%	0.0%
27	7.1%	10.7%	14.3%	41.1%	26.8%	0.0%
28	10.7%	12.5%	32.1%	30.4%	14.3%	0.0%
29	1.8%	14.3%	41.1%	23.2%	19.6%	0.0%
30	8.9%	10.7%	35.7%	23.2%	21.4%	0.0%

QUESTION #3 - If you answered yes to question #2, what action should TAJCCIA take to encourage research activities?

RESPONSES

1. Determine what type of research activities are currently underway in Texas community colleges and then share this information.
2. Let recognized individuals and organizations know that this group of community college educators will help facilitate worthwhile research.
3. Offer to co-sponsor research in areas of common interest.
4. Ask other units (Universities, The Coordinating Board, and The Texas Education Agency) to join in appropriate research activities.
5. Share research data with other organizations as appropriate.
6. Establish "test case" or pilot programs based on research.
7. Seek a modest sum from each college to be used for the purpose of commissioning funded research for TAJCCIA topics.
8. Become more involved in "politics" of educational policy-making/ policy-studying.
9. Encourage graduate-level institutions to promote various research topics through student research activities.
10. Obtain and provide adequate funding and direction to insure success of the research activities.
11. Establish our priorities.
12. Obtain commitments from graduate professors to direct certain research activities.
13. Promote an organization of Institutional Research Officers for Texas Community and Junior Colleges.
14. Decide at the Summer meeting which two to three topics are of greatest concern to the membership. Then, let the Research Committee ask for volunteers within its ranks to work on these topics.
15. Ask for volunteers at the Summer meeting to serve on the Research Committee.
16. Publish occasional papers as sufficient are available.
17. Assist university professors in their efforts to obtain funding for research projects.
18. Research should be conducted for a reason. If we preceive a problem that warrants research in order to solve it, then research should be done. If there is not a preceived need it should not be done.

19. I would like to see faculty, either by department, division, or institution-wide, join with us in mutually beneficial projects.

20. Ask TAJCCIA members to research a specific topic.

21. Broaden the Association base by inviting universities out of Texas to do specific research.

QUESTION #4 - Should TAJCCIA sponsor research projects as a regular activity of the Association?

Yes: 30 No: 9 Unsure: 3

QUESTION #5 - If you answered yes to #4 above, how much money should the Association budget annually for these projects?

a) $300 - 2
b) $500 - 10
c) $750 - 2
d) $1,000 - 9
e) More (Specify) - 3 - As much as necessary
5 - (Apparently unsure of amount)

The following suggested research topics were also taken from "Part B."

1. I still think that many questions the members are asking could be answered by inviting "teams" of the membership to present the current research findings on several of the topics during our two annual meetings (Winter and Summer conferences).

2. Strategies to alleviate student attrition.

3. Effective staff development alternatives to improve teaching and student success.

4. Student advising, counseling, retention.

5. Transferability of occupational programs.

6. Core curricula/course leveling.

7. The role of the calendar on the teaching-learning process; i.e., how does a fixed frame impact the basic philosophy of the educational process?

8. Objective evaluation of class size to: a) student retention/completion rate, and b) to student ratings of instructor effectiveness-by program/departmental field of study.

9. Faculty tenure: Policy and Alternatives.

10. Teacher effectiveness.

11. Faculty evaluation system related to promotion in rank and tenure.

12. Impact of tenure on job performance.

13. Administrative prerequisites of instructors.

14. Consequences of "retraining" older students as opposed to "entry level" training of younger students.

15. Relationship of "Last date to drop a course" to student retention; i.e., Is retention higher if "Last date to drop" is two weeks after the beginning of the semester or ten weeks after the beginning?

16. Humanities in the Community/Junior College: How much is enough?

17. The impace of State level coordination on program development.

18. Instructional Administrator -a profile.

19. Faculty satisfaction with employment in colleges with unions Vs without unions.

20. Disciplinary actions: Who does it? What is done?

21. Legal restraints on faculty or administration.

22. Grade arbitration: Who does it? How is it done?

23. Faculty integration: Vocational, technical, adult education, and academic.

24. Does a strong relationship exist between scores on student evaluations of faculty and the grading standards of the faculty member.

25. Are student evaluations of instructors worthwhile? In what ways should they be used?

26. How widespread are departmental examinations?

27. Need for strengthening "General Education" requirements at the lower division level.

28. We should give up on getting a "core curriculum" enforced in Texas and push for a common core of general education courses at the freshman and sophomore levels of all public colleges and universities.

29. Select from Part A of the research survey.

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